

PRESIDENT'S BIENNIAL REPORT—1968-70

FLORIDA STATE SCHOOL FOR THE DEAF AND THE BLIND

SAINT AUGUSTINE, FLORIDA



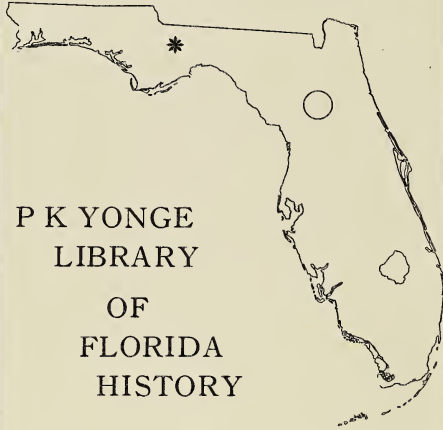
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1968-70

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BIENNIAL REPORT
OF THE
PRESIDENT
OF THE
FLORIDA STATE SCHOOL FOR THE
DEAF AND THE BLIND
TO THE
BOARD OF TRUSTEES



FOR THE BIENNIUM 1968-70



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Winter Park
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Craig B. Thorn, Architect
St. Augustine
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St. Augustine

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Attorney General
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State Treasurer
Hon. Floyd T. Christian
Commissioner

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1969-70

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Dr. Jack E. Snider, Vice Chairman
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Eustis
Mrs. Ralph Nemo
St. Augustine
Mrs. Nelson R. Park
Winter Park
Hon. George H. Rast
Leesburg
Craig B. Thorn, Architect
St. Augustine
Mrs. Marian Taylor, Secretary
St. Augustine

STATE BOARD OF EDUCATION
1969-70

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Secretary of State
Hon. Earl Faircloth
Attorney General
Hon. Fred O. Dickinson, Jr.
Comptroller
Hon. Broward Williams
State Treasurer
Hon. Floyd T. Christian
Commissioner

FACULTY AND OFFICERS

Executive Department

1968-69

William J. McClure, M.A., M.A.
in Ed., L.H.D., President
James E. Thomas
Business Manager
Mrs. Virginia M. King, B.A.
Secretary to the President
Mrs. Margaret H. Davis
Secretary
Mrs. Kathryn Talbert
Secretary to Business Manager
Fred E. Lee
Accountant
A. L. Pamies
Assistant Accountant
Mrs. Mary Ann Crosby
Fiscal Assistant I
Miss Mary Hanson
Accounting Clerk No. 1
Mrs. Jeanette Henuber
Teller No. 2
* Mrs. Sue Hunt
Accounting Clerk II
Mrs. Doris Rinehart
Accounting Clerk II
Lester D. Sutliff
Purchasing Agent I
Mrs. Elizabeth Mahnken
Clerk Typist II
J. S. Fox
Storekeeper I
Mrs. Kathryn Gray
Secretary I
Walter H. Slater, M.A.
Coordinator Federal Grants
Mrs. Susan Stevens
Secretary I
H. M. Dean Carling
Receiving Clerk
Mrs. Bertha Reynolds
PBX Operator

*Resigned 6/19/69

FACULTY AND OFFICERS

Executive Department

1969-70

William J. McClure, M.A., M.A. in
Ed., L. H. D., President
James E. Thomas
Business Manager
James C. Noell
Personnel Manager
Mrs. Virginia M. King, B.A.
Secretary to the President
Mrs. Margaret H. Davis
Secretary
Mrs. Kathryn Talbert
Secretary to Business Manager
*Fred E. Lee
Accountant III
**Franklin D. Phillips
Accountant III
A. L. Pamies
Accountant II
Mrs. Mary Dilsaver
Fiscal Assistant I
Miss Diane G. Roberts, Teller II
Mrs. Jeanette Henuber
Account Clerk II
Mrs. Maria Mickler
Account Clerk II
Mrs. Elizabeth Mahnken
Account Clerk II
Miss Jill Smith, Account Clerk II
Lester D. Sutliff
Purchasing Agent II
Mrs. Marian Fifield, Clerk Typist II
Miss Virginia L. Christmas
Clerk Typist I
Marc Pugatch, Storekeeper I
Walter H. Slater, M.A.
Coordinator Federal Grants
Mrs. Tommie J. Gatlin, Secretary I
H. M. Dean Carling, Storekeeper II
Mrs. Bertha Reynolds, PBX Operator

*Resigned 4/20/70

**Replaced Fred E. Lee

Medical Department
1968-69

George C. Hopkins, Jr., M.D.
Attending Physician
W. J. Morse, D.D.S.
Dentist
C. C. Grace, M.D., Ophthalmologist
and Otolaryngologist
H. S. Norris, M.D.
Consulting Physician
Mrs. Louise Law, L.P.N.
Nurse
Mrs. Edith Goodwin, R.N.
Nurse
Mrs. Eileen Allen, L.P.N.
Nurse
Mrs. Ruth B. Young, L.P.N.
Nurse
Mrs. Edith McRae, L.P.N.
Nurse
Mrs. Ruth Cook, R.N.
Head Nurse

Maintenance Department
1968-69

Cornelius Post
Superintendent of Maintenance
Frank E. Strickland
Engineer
Eugene Carre, B.S.
Superintendent of Grounds
Mrs. Nedra C. Steeley
Secretary

Household Department
1968-69

* Mrs. Sue R. DuPont
Household Director
L. B. Corrick
Dietitian
Mrs. Verla McCormick
Laundry Supervisor

*Resigned 6/13/69

Medical Department
1969-70

George C. Hopkins, Jr., M.D.
Attending Physician
W. J. Morse, D.D.S.
Dentist
C. C. Grace, M.D., Ophthalmologist
& Otolaryngologist
H. S. Norris, M.D.
Consulting Physician
Mrs. Ruth Cook, R. N.
Head Nurse
Mrs. Louise Law, L.P.N.
Nurse
Mrs. Edith Goodwin, R. N.
Nurse
Mrs. Eileen Allen, L.P.N.
Nurse
* Mrs. Ruth B. Young, L.P.N.
Nurse
Mrs. Edith McRae, L. P.N.
Nurse

*Resigned 6/1/70
Maintenance Department
1969-70

Cornelius Post
Superintendent of Maintenance
Frank E. Strickland
Engineer
Eugene Carre, B.S.
Superintendent of Grounds
Mrs. Bennie Jo McNulty
Secretary

Household Department
1969-70

Mrs. Juanita Pomar
Household Director
L. B. Corrick
Food Service Director
Mrs. Verla McCormick
Laundry Supervisor

Department for the Deaf
1968-69

Edward L. Scouten, M.A.
Principal
Joel R. Hoff, M.S.
Assistant Principal
*Arlie L. McCartt, M. E.
Supervising Teacher
Advanced Department
Miss Linda Lale, M.A.
Supervising Teacher
Intermediate Department
Mrs. Jo Faye Ruple, M.A.
Supervising Teacher
Primary Department
Mrs. Nettie Fleming
Supervising Teacher
Preparatory Department
Raymond Butler, M.A.
Supervising Teacher
Vocational Department
Jerry E. Prokes, M.A.
Audiologist
Newton D. St. John, Jr., M.A.
Psychologist
Miss Mary Wolfe, M.R.E.
Social Worker
Hugh Prickett, M.A.
Director of Student Life
Mrs. Geraldean Seale, Secretary
Child Study Center
Mrs. Elizabeth Lawson
Secretary to the Principal
Mrs. Frankie Beverly, Secretary
Miss Norma Jean Herndon, Secretary
Miss Eugenia Hubbard, Secretary
Mrs. Patricia M. Lozell, Secretary

*Resigned at close of 1968-69

Child Study Center
1969-70

Jerry E. Prokes, M.A.
Director-Audiologist
Newton D. St. John, Jr., M.A.
Psychologist
James H. Stevens, M.A.
Audiologist
Robert W. Webb Jr.
Electronics Technician
William C. Hillier
Electronics Technician
Mrs. Geraldean Seale
Secretary
Department for the Deaf
1969-70

Edward L. Scouten, M.A., Principal
Joel R. Hoff, M.S., Assistant Principal
John H. Lloyd, M.A., Supervising
Teacher, Advanced Department
Mrs. Linda Prokes, M.A., Supervising
Teacher, Intermediate
Department
Mrs. Jo Faye Ruple, M.A.
Supervising Teacher
Primary Department
Mrs. Nettie Fleming, Supervising
Teacher, Preparatory Department
Raymond Butler, M.A., Supervising
Teacher, Vocational Department
Hugh Prickett, M.A.
Director of Student Life
Mrs. Eleanor Reidelberger, M.A.
Guidance Counselor
*Mrs. Elizabeth Lawson, Secretary
to the Principal
Mrs. Betty K. Smith, Secretary
Miss Norma Jean Herndon, Secretary
Miss Eugenia Hubbard, Secretary
Mrs. Patricia M. Lozell, Secretary

*Resigned at close of 1969-70

Vocational Rehabilitation Program 1968-69

Stephen F. Greene, B.A. Psy.
Supervising Counselor
Mrs. Linda Smith,
Secretary II
Robert J. Thomson, M.S.
Counselor
Mrs. Arlia Wright,
Secretary I
Mrs. Eleanor Reidelberger, M.A.
Head Teacher. VRP

Department for the Deaf 1968-69

Teachers

Paul R. Adams, B.S.
James V. Alsobrook, M.A.
Mrs. Estelle D. Anderson
Mrs. Harriet Banta, B.A.
Miss Jane Barham, B.A.
Mrs. Margaret S. Beem, B.S.
Miss Aurora Borlaza, M.E.
Mrs. Patricia Broussard
Mrs. Marguerite Butler
Mrs. Carlota Carter, M.E.
Miss Ruth Ciesielski, B.S.
Miss Donna Kay Elkins, B.A.
Miss Joan Embry, B.A.
Mrs. Sandra Lunestad, B.S.E.
Mrs. Linda Doerr, B.S.
Miss Carrie Fowler, B.S.
Ray H. Gallimore
Robert M. Greenmun, B.A.
Mrs. Margaret L. Haines
Mrs. Ida W. Hampton, B.A.
Sherwood Hampton
Mrs. Harriet Hollamby, M.E.
Mrs. Aletha Hunziker, B.S.
Luther D. Hutto, M.A.
Mrs. Mary Ann Hutto, B.S.
Mrs. Emelie Kalal, B.A.
Mrs. Edna Kerr, B.A.
Mrs. Jane King

Vocational Rehabilitation Program 1969-70

Stephen F. Greene, M.R.C.,
Supervising Counselor
Robert J. Thomson, M.S.
Counselor
Mrs. Linda Parker, M.R.C.
Counselor
Mrs. Linda Smith, Secretary
Mrs. Virginia Hopkins, Secretary

Department for the Deaf 1969-70

Teachers

Paul R. Adams, B.S.
James V. Alsobrook, M.E.
Mrs. Harriet Banta, B.A.
Miss Jane Barham, B.A.
Mrs. Margaret S. Beem, B.S.
Mrs. Colleen Bingeman, B.S.
*Mrs. Nancy C. Birchall, B.S.
*Miss Aurora Borlaza, M.E.
Mrs. Patricia Broussard
Mrs. Marguerite Butler
Mrs. Carlota Carter, M.E.
David B. Cox, M.S.
*Mrs. Mary Glenn Cullison, M.Ed.
Mrs. Linda Doerr, B.S.
Miss Nancy Dunnell, B.E.
Miss Donna Kay Elkins, B.A.
Miss Joan Embry, B.A.
Miss Carrie Fowler, B.S.
Ray H. Gallimore
Perry W. Gills
**Robert M. Greenmun, B.A.
Mrs. Margaret L. Haines
Mrs. Ida W. Hampton, B.A.
Sherwood Hampton
Mrs. Harriet Hollamby, M.E.
Mrs. Aletha Hunziker, B.S.
Luther D. Hutto, M.A.
Mrs. Mary Ann Hutto, B.S.
Miss Mary Ellen Johnson, B.E.
Mrs. Emelie Kalal, B.A.

Hugh Lewis, M.E.D.
 John H. Lloyd, M.A.
 Miss Carmen P. Magno, M.C.D.
 Mrs. Marie Moore, M.A.
 Mrs. Marcia H. Oja
 Miss Christine Olson, B.A.
 Mrs. Patricia Pullum, M.A.
 Mrs. Kathleen Redman, B.S.
 Mrs. Henrietta Reynolds
 Miss Bonnie Rodin, B.S.
 *Miss Linda Roxas, M.A.
 Steven D. Ruple, B.S.
 Miss Ofelia M. Sevilla, B.S.
 M. Frank Slater, B.A.
 Mrs. Rita Slater, B.A.
 Miss Carolyn Smith, B.A.
 Mrs. Dorothy L. Smith, B.A.
 Mrs. Virginia W. Tart
 Mrs. Eloise Tiberio, B.A.
 *Miss Devora M. Ventura, B.S.
 Miss Joan Waterman, M.A.
 Miss Carole Wells, B.S.
 Mrs. Viola White, B.S.
 Miss Hallie Graham, B.A., Librarian
 Miss Doris Prichard, B.A.
 Assistant Librarian
 Miss Jill Wiecking, B.A.
 Educational Media Specialist
 Mrs. Eleanor Scouten, M.A.
 Language Consultant

*Resigned at close of 1968-69

Mrs. Edna Kerr, B.A.
 ***Mrs. Carole Lewis, B.S.
 **Hugh Lewis, M.E.D.
 Mrs. Sandra Lunestad, B.S.E.
 Miss Carmen P. Magno, M.C.D.
 Mrs. Ruth G. Motley, M.A.
 Mrs. Marcia H. Oja
 Miss Christine Olson, B.A.
 *Mrs. Patricia Pullum, M.A.
 Mrs. Henrietta Reynolds
 *Miss Bonnie Rodin, B.S.
 Steven D. Ruple, B.S.
 Miss Ofelia M. Sevilla, B.S.
 Mrs. Ruth C. Shock, B.S.
 M. Frank Slater, B.A.
 Mrs. Rita Slater, B.A.
 Miss Carolyn Smith, B.A.
 Mrs. Dorothy L. Smith, B.A.
 Mrs. Virginia W. Tart
 Mrs. Eloise Tiberio, B.A.
 Miss Joan Waterman, M.A.
 Miss Margaret Weed, B.A.
 Mrs. Viola White, B.S.
 Miss Hallie Graham, B.A., Librarian
 Miss Doris Prichard, B.A.
 Assistant Librarian
 Mrs. Marydel S. Alford,
 Educational Media Specialist
 *Mrs. Eleanor Scouten, M.A.
 Language Consultant

* Resigned at close of 1969-70

**Killed in auto-train collision 4/12/70

***Leave of absence

Vocational Education & Industrial Arts
1968-69Mrs. Norma Jean Badgett
Arts

Antonio Bonito, Leathercraft

Herman Broussard, Industrial Arts

Mrs. Laura Cook, B.A.

Business Education

John T. Cox, Dry Cleaning and
Pressing

*Mrs. Jeanette Gober

Student Canteen

Mrs. Rosalind Greenmun, B.A.
Foods

Mrs. Etta C. Kerr, B.S.

Business Education

Gene Motley, M.A.

Industrial Arts

Mrs. Mildred Murray, M.E.
Home Economics

Norman Oja

Upholstering

John Oliver, Barbering

Neil Pope, Automotive

Henry J. Reidelberger, B.S.
Graphic Arts

Miss D. M. Rutledge

Cosmetology

Mrs. Joyce Russell

Cosmetology

George Stroud

Auto Body Shop

Carmen S. Tiberio, B.A.

Graphic Arts

Mrs. Mary L. Van Manen, B.S.

Clothing

** Cary White

Industrial Arts

Dennis Bennett, B.S.

Driver Education

Henry L. White, B. S.

Driver Education

*Resigned at close of 1968-69

**Retired at close of 1968-69

Vocational Education & Industrial
Arts 1969-70Mrs. Norma Jean Badgett
Arts

Antonio Bonito, Leathercraft

Herman Broussard, Industrial Arts

Mrs. Laura Cook, B.A.

Business Education

John T. Cox, Dry Cleaning and
Pressing

Mrs. Delores R. Evans

Cosmetology

Mrs. Rosalind Greenmun, B.A.
Foods

Mrs. Etta C. Kerr, B.S.

Business Education

Thomas Kerr, B.S.

Industrial Arts

Mrs. Geneva Lange

Student Canteen Manager

Robert W. Lange, B. S.

Photography

Gene Motley, M. A.

Industrial Arts

Mrs. Mildred Murray, M. E.
Home Economics

Norman Oja

Upholstering

John Oliver

Barbering

Neil Pope

Automotive

Henry J. Reidelberger, B.S.

Graphic Arts

Mrs. Joyce Russell

Cosmetology

George Stroud

Auto Body Shop

Carmen S. Tiberio, B.A.

Graphic Arts

Mrs. Mary L. Van Manen, B.S.

Clothing

*Dennis Bennett, B. S.

Driver Education

Henry L. White, B.S.

Driver Education

*Leave of absence

Physical Education Department
1968-69

Gerald W. Stewart, M.A.
Director
James V. Alsobrook, M.E.
Football Coach
Dennis Bennett, B.S.
Boys' Physical Education
Miss Hazel Crichlow
Girls' Physical Education
Mrs. Cheryl Johnson, B.S.
Girls' Physical Education
Clyde LaMee
Boys' Physical Education
Emory Marsh, B.S.
Boys' Physical Education
Mrs. Jeanne Marsh, B.S.
Girls' Physical Education
Warner St. John, B.A.
Boys' Physical Education
Henry L. White, B.S.
Boys' Physical Education

Teachers' Aides
1968-69

Mrs. Rita Alexa
Mrs. Marydel S. Alford
Mrs. Kathryn Carling
Mrs. Willie Lee Gauch
* Mrs. Kathleen Goding
* Mrs. Jeanette M. Johnson, B.S.
* Mrs. Adrienne McVay
Mrs. Mary Rogero
Mrs. Rosella Russell
Mrs. Nancy Van Camp

Resigned at close of 1968-69

Physical Education Department
1969-70

Gerald W. Stewart, M.A.
Director
James V. Alsobrook, M. E.
Boys' Physical Education
* Dennis Bennett, B.S.
Boys' Physical Education
Miss Hazel Crichlow
Girls' Physical Education
Edward M. Gobble, B.S.
Boys' Physical Education
Mrs. Cheryl Johnson, B.S.
Girls' Physical Education
Clyde LaMee, B.S.
Boys' Physical Education
**Emory Marsh, B.S.
Boys' Physical Education
Miss Melodee Hahn
Girls' Physical Education
Warner St. John, B.A.
Boys' Physical Education
Henry L. White, B.S.
Boys' Physical Education

*Leave of absence

**Resigned at close of 1969-70

Teachers' Aides
1969-70

Mrs. Rita Alexa
Mrs. Kathryn Carling
Mrs. Willie Lee Gauch
Mrs. Thelma Elkins
Miss Diane Gauch
Mrs. Evelyn Messina
Mrs. Dorothy K. Norton
Mrs. Mary Rogero
Mrs. Barbara Smith
Mrs. Annette West

Houseparents
1968-69

Mrs. Joyce Alston
 Mrs. Vonice Aspinwall
 Mrs. Naomi Bagley
 Miss Willie Marie Beal
 Mrs. Ada Berry
 James G. Berry
 Mrs. Violet Branom
 Miss Johnnie Mae Brooks
 Richard P. Carroll
 William Davis
 Mrs. Mary K. Diamond
 Stephen Doerr
 Mrs. Louise Edwards
 Mrs. Margarite Ellis
 Perry W. Gills
 Robert Graham
 Mrs. Kathryn Hayden
 Mrs. Leola M. Henry
 Miss Elaine Herring
 Mrs. Emma M. Hodges
 Carl J. Holland
 Eugene Hughes
 Mrs. P. C. Johnson
 Harley Kinard
 Mrs. Idelle Kinard
 Mrs. Marne Knobloch
 Mrs. Marietta Lockett
 Miss Frances McKnight
 Mrs. Mary L. Malloy
 Miss Muriel L. Malloy
 Miss Mary Mickler
 Mrs. Lee Esther Morgan
 Mrs. Annie L. Neumiller
 Mrs. Winifred S. Pitts
 Miss Reva Dolores Pray
 Mrs. Pauline Pope
 Mrs. Ernestine Powell
 Mrs. Doris Ann Price
 Miss Gwendolyn Rutledge
 William B. Sanders, Jr.
 Miss Carolyn Scott
 Mrs. Grace B. Scott
 Mrs. Sarah Searson
 Mrs. Doris Singleton

Houseparents
1969-70

Mrs. Joyce Alston
 Mrs. Vonice Aspinwall
 Tommy Bacon
 Miss Willie Marie Beal
 Mrs. Ada Berry
 James G. Berry
 Mrs. Violet Branom
 Miss Johnnie Mae Brooks
 Shellace Calhoun
 William Davis
 Mrs. Mary K. Diamond
 Mrs. Louise Edwards
 Mrs. Margarite Ellis
 Robert Graham
 Mrs. Gayle Gran
 Mrs. Kathryn Hayden
 Mrs. Leola M. Henry
 Mrs. Emma M. Hodges
 Carl J. Holland
 Eugene Hughes
 Mrs. Jeanette M. Johnson, B.S.
 Mrs. P. C. Johnson
 Miss Janice Joiner
 Munson Jones
 Harley Kinard
 Mrs. Idelle Kinard
 Mrs. Marne Knobloch
 Mrs. Marietta Lockett
 Mrs. Mary L. Malloy
 Miss Muriel L. Malloy
 Mrs. Margie Mason
 Miss Frances McKnight
 Miss Mary Mickler
 Jimmy E. Miller
 Mrs. Queen E. Mitchell
 Mrs. Lee Esther Morgan
 Mrs. Annie L. Neumiller
 Mrs. Winifred S. Pitts
 Mrs. Pauline Pope
 Mrs. Ernestine Powell
 Miss Gwendolyn Rutledge
 Miss Carolyn Scott
 Mrs. Grace B. Scott
 Mrs. Sarah Searson

Houseparents (continued)
1968-69

Mrs. Cynthia Smith
Jack Smith
Mrs. Margaret Smith
Mrs. Lucille Spell
Miss Wylodean Spell
Mrs. C. M. Stafford, B.S.
Mrs. Glennie M. Van
Mrs. Alyce M. Williams
Mrs. Minnie Wilson
Mrs. Julia M. Woods, B.S.L.

Houseparents (continued)
1969-70

Jack Smith
Mrs. Margaret Smith
Mrs. Lucille Spell
Miss Wylodean Spell
Mrs. C. M. Stafford, B.S.
Elmer Steiner
Miss Patsy Westmoreland
Miss Virginia J. White
Mrs. Minnie Wilson
Mrs. Velma Yoder
Miss Mae Youngblood

Department for the Blind
1968-69

Walter S. Davis, M.S.
Principal
Herbert D. Angus, M.E.
Assistant Principal
Gerald Vandergrift, M.A.
Supervising Teacher
Mrs. Lillian R. Carroll, M.E.
Guidance Counselor
MacDonald Johnstone, B.S.
Curator, Tactile Learning Center
Thomas Parrigin, B.S.
Director of Student Life
Newton D. St. John, Jr., M.A.
Psychologist
Mrs. Wilma De Lorenzo, B.A.
Social Worker
Miss Susan Beck, B.S.
Speech Therapist
Mrs. Sadie F. Lee
Secretary to the Principal
Mrs. Susan Russell, Secretary
Mrs. Geraldean Seale, Secretary
Child Study Center
* Mrs. Beverly Moore, Librarian

*Resigned at close of 1968-69

Florida Council for the Blind-VRP

Pinkney C. Seale, Vocational
Rehabilitation Counselor
Alfred LaBarre
VRC-Evaluator
Mrs. June Thompson
Secretary
Mrs. Frances Ivey
Secretary

Department for the Blind
1969-70

Walter S. Davis, M.S.
Principal
Herbert D. Angus, M. E.
Assistant Principal
Gerald Vandergrift, M.A.
Supervising Teacher
Mrs. Lillian R. Carroll, M.E.
Guidance Counselor
MacDonald Johnstone, M.S.
Media Center Coordinator
Thomas Parrigin, B.S.
Director of Student Life
Newton D. St. John, Jr., M.A.
Psychologist
Mrs. Wilma De Lorenzo, B.A.
Social Worker
Miss Susan Beck, B.S.
Speech Therapist
Miss Wynema Gatewood, B.S.
Librarian
Mrs. Sadie F. Lee
Secretary to the Principal
Mrs. Karen Cox, Secretary
Mrs. Geraldean Seale, Secretary
Child Study Center

Bureau of Blind Services-CSP

Pinkney C. Seale, Vocational
Rehabilitation Counselor
in Charge
Alfred LaBarre
VRC-Evaluator
Mrs. Dorothy Haney, Secretary
Mrs. Frances Ivey
Secretary

Department for the Blind
1968-69

Teachers

Joe J. Albrecht, B.S.
Mrs. Mary Albrecht, B.S.
Mrs. Sandra Albrecht, B.S.
Tommy Atkinson, B.S.
Paul T. Behn, B.S.
Thomas W. Brown, B.S.
Mrs. Laura Chang, M.E.
Esley O. Greene, B.A.
Mrs. Lorraine Greene, M.E.
** Mrs. Pepi Hamden, M.E.
* Miss Martha Hieatt, M.A.
Mrs. Marian Hillier, B.A.
Miss Alva Howard, M.E.
Robert J. Howell, B.S.
Mrs. Margaret C. Johnson, M.E.
Miss Jacqueline Lynch, M.A.
** Mrs. Lucia Menges, B.S.
Richard D. Moore, B.S.
** Miss Carol Pascal, B.S.
Mrs. Henrietta Plummer, B.S.
** Mrs. Barbara Stephens, B.S.
Miss Sallie Stephens, M.E.
** Miss Jo Ann Stroud, B.B.A.
James Taylor, Jr., B.S.
Tuck Tinsley, B.S.
Mrs. Jeneva Tobin, M.A.
Mrs. Ella Jean Washington, B.A.
Mrs. Margaret M. Wiecking, B.A.

*Retired at close of 1968-69

**Resigned at close of 1968-69

Vocational Education

Mrs. Lonnye Bell Gibson, B.S.
Home Economics
Mrs. Margaret Sanchez
Home Economics
George W. Smith, B.S.
Industrial Arts and Crafts
Herbert Sowell
Industrial Arts and Crafts

Department for the Blind
1969-70

Teachers

Joe J. Albrecht, B.S.
Mrs. Mary Albrecht, B.S.
Tommy Atkinson, B.S.
Paul T. Behn, B.S.
Thomas W. Brown, B.S.
John Cardinale, B.S.
Mrs. Laura Chang, M.E.
* Mrs. Leta B. Climer, B.S.
Esley O. Greene, B.A.
Mrs. Lorraine Greene, M.E.
* Miss Julia Ann Gregory, B.S.
** Mrs. Marian Hillier, B.A.
Miss Alva Howard, M.E.
Mrs. Jacqueline L. Howell, M.A.
Robert J. Howell, B.S.
Mrs. Margaret C. Johnson, M.E.
* Mrs. Toni Ratliff, M.E.
Richard D. Moore, M.S.
Mrs. Henrietta Plummer, B.S.
Mrs. LaRhea Sanford, B.S.
* Mrs. Jacqueline Smoak
** Miss Sallie Stephens, M.E.
James Taylor, Jr., B.S.
Tuck Tinsley, B.S.
Mrs. Jeneva Tobin, M.A.
Mrs. Ella Jean Washington, B.A.
Mrs. Margaret M. Wiecking, B.A.

*Resigned at close of 1969-70

**Retired at close of 1969-70

Vocational Education

Mrs. Lonnye Bell Gibson, B.S.
Home Economics
Mrs. Margaret Sanchez
Home Economics
George W. Smith, B.S.
Industrial Arts and Crafts
Herbert Sowell
Industrial Arts and Crafts

Music
1968-69

Hubert Foster, B.M.
Matthew McCoy, B.S.
David Middleton, B.M.
Paul Sparkman, M.A.

Physical Education

Gerald W. Stewart, M.A.
Director
Mrs. Doris Hahn
Swimming & Girls' Physical
Education
Marvin Sanford, B.S.
Boys' Physical Education

Teachers' Aides

Mrs. Verona G. Fant
Mrs. Patricia Roberson
Mrs. Sharon G. Smith
Mrs. Dorothy Vaughn

Music
1969-70

Hubert Foster, B.M.
Matthew McCoy, B.S.
David Middleton, B.M.
Paul Sparkman, M.A.

Physical Education

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Swimming & Girls' Physical
Education
Marvin Sanford, B.S.
Boys' Physical Education

Teachers' Aides

Mrs. Verona G. Fant
Mrs. Patricia Roberson
Mrs. Sharon G. Smith
Mrs. Dorothy Vaughn

Houseparents
1968-69

Miss Madelyn Beesley
 Mrs. Thetis Bishop
 Miss Evelyn Bowen
 Mrs. Irva Jean Brown
 Mrs. Beatrice Byrd
 Howard Davis
 Miss Mary Jane Downs
 Mrs. Florie Eubanks
 Mrs. Helen Faulk
 Mrs. Rowena Glass
 Miss Melodie Hahn
 Miss Mary Hill
 Mrs. Mamie Hobbs
 Mrs. Evelyn Hoff
 Mrs. Grace Holland
 William C. Keating
 Mrs. Marie Kruk
 Mrs. Marjorie Lloyd
 Mrs. Dorothy McCormick
 Miss Barbara Jean Newberry
 Mrs. Katie Lee Palmer
 William E. Palmer
 Mrs. Nella Parnaby
 Mrs. Ila Reynolds
 Mrs. Harriet Rinehart
 Wesley E. Rinehart
 Mrs. Fairy Skinner
 Mrs. Amye Spengler
 Mrs. Archie Taylor
 Henderson Taylor
 Miss Mary K. Taylor
 Mrs. Edna J. Wells

Houseparents
1969-70

Miss Madelyn Beesley
 Mrs. Thetis Bishop
 Miss Evelyn Bowen
 Mrs. Irva Jean Brown
 Mrs. Beatrice Byrd
 * Miss Mary Jane Downs
 Mrs. Florie Eubanks
 Mrs. Helen Faulk
 Mrs. Marie Gibbs
 Mrs. Rowena Glass
 Mrs. Mamie Hobbs
 Mrs. Evelyn Hoff
 Mrs. Grace Holland
 Mrs. Alice A. Jordan
 William O. Jordan
 Mrs. Marie Kruk
 Mrs. Marjorie Lloyd
 Mrs. Dorothy McCormick
 Miss Barbara Jean Newberry
 Mrs. Katie Lee Palmer
 William E. Palmer
 Mrs. Nella Parnaby
 Mrs. Ila Reynolds
 Mrs. Harriet Rinehart
 Wesley E. Rinehart
 David L. Story
 Mrs. Archie Taylor
 Mrs. Eileen A. Taylor
 Henderson Taylor
 Mrs. Edna J. Wells

*Died 3/8/70

President's Report

Biennial Highlights

The Florida School for the Deaf and the Blind continued to grow in numbers, in physical facilities and in strength of program during the 1968-70 biennium. Total enrollment in 1968-69 was 715 pupils and in 1969-70 789 pupils were enrolled. Many dormitory areas and classrooms are overcrowded.

A special session of the legislature called by Governor Kirk in the summer of 1968 made a number of outstanding provisions for the school. Two and one-half million dollars in capital outlay funds were appropriated to improve physical facilities. Part of this amount was to provide for a student center in the already funded replacement of Walker Hall. Other funds were to provide for a campus lighting system, a master clock system, replacement of steam lines, a new primary unit and a new vocational facility for the blind, completion of Usina Athletic Field, an auto body shop facility, reclamation of marshland, and the renovation of houseparent quarters. Because of the financial picture, funds for capital outlay were held up during the first year of the biennium. The 1969-70 school year marked the beginning of actual construction.

A new receiving, storage, and refrigeration building was completed in the fall of 1969, along with the lighting and clock systems and steam line repairs. The laundry and dry cleaning departments were modernized and consolidated during the expansion and renovation of the laundry. Ground was broken in October 1969 for the Walker Hall replacement. This includes a new administration and classroom building for older deaf students and a building to house the new auditorium, cafeteria for older deaf students, and the student center. As the biennium ended, bids were being accepted on the new primary unit and the new vocational facility for the blind. Contracts were expected to be signed in mid summer. The Department of Vocational Rehabilitation, Bureau of Blind Services, is assisting with the new vocational facility, providing some \$300,000.00 for additional facilities. Other projects underway and scheduled for fall completion are the auto body shop addition and Usina Field. We look forward to the completion of these projects.

During the spring of 1969, the Board of Trustees authorized purchase of the Collins property on Nelmar Avenue, just south of the President's residence. This valuable acquisition has provided space for administration and business offices during the replacement of Walker Hall and will lend itself well to future growth of the school.

Fifty-seven new positions, as well as salary increases, were also authorized by the 1968 special session of the legislature. Additional positions were added in maintenance, dietary and housekeeping areas. Salaries for instructional personnel were made more competitive with other schools in Florida and similar schools throughout the United States during the first year of the biennium. Unfortunately, this competitive position was not maintained as the new 1970-71 school year began.

New positions authorized by the legislature included a social worker, a considerable number of new houseparents to comply with provisions of the federal wage and hour law, a director of student life for the deaf and for the blind, several additional teachers, and a personnel manager who has strengthened services of the business office.

An adverse ruling applying provisions of the forty hour week to the school resulted in many problems, particularly in maintenance, food service, houseparent and custodial services. Every attempt was made to comply with provisions and also to maintain adequate services through the various departments of the school.

The 1969 Legislature transferred control of the school to the Department of Education in the same manner in which the State Board of Regents and the University System were placed in the Department of Education.

During the biennium, strong efforts were made in both the Department for the Blind and the Department for the Deaf to qualify for state accreditation. Outstanding educational progress was noted, particularly in the Department for the Deaf as a result of the institution of a complete program of Visible English through all grades. Achievement levels, particularly in the younger and intermediate grades, are at an all time high for the school.

During the summers of 1968 and 1969, teachers in both departments were involved in the development of new curriculums designed to strengthen still further the programs for the deaf and for the blind.

The school also furnished physical facilities and a considerable part of the staff for the Bureau of Blind Services to conduct a summer program in the development of independent living skills and mobility for teenage blind children who normally attend day class programs throughout the state and who need this type of training, often because of overprotection at home. The school assisted Vocational Rehabilitation in offering a program for young deaf adults. The purpose of this program was to evaluate vocational skills and potential, to give training in proper attitudes and relationships in work situations and to counsel on personal problems. Both the program for the deaf and the program for the blind were considered most successful by the agencies sponsoring them.

On Sunday, March 8, 1970, the school was saddened by a tragic airplane accident which took the lives of Beth Sexton, a senior in the Department for the Blind, Mary Jane Downs, her houseparent, and seriously injured Ramona Wilcox, another senior. The crash also claimed the lives of Beth's stepfather, Mr. Jack Hatcher, of Naples, who was piloting his plane, his daughter, Janice, and David Snellenberger, Beth's fiance, a 1965 graduate of the Department for the Blind.

As the biennium ends, the school is in particular need of an instructional salary scale which will permit us to recruit and to hold trained and experienced teachers of the deaf and of the blind. During the latter year of the biennium, the school fell behind in this respect. Also needed are funds to remodel and renovate the south campus (formerly the Negro Department) to provide for facilities for 140 - 160 older deaf boys. This renovation would also permit the establishment of a model dormitory for older boys whereby independent living skills could be developed under optimal conditions. Without provisions of this kind, the school will be turning away students. Those who are enrolled will have sub-standard dormitory accommodations.

During the biennium, Mr. Joel Hoff, assistant principal of the Department for the Deaf, and formerly director of the program for the deaf-blind at Perkins School for the Blind, in Watertown, Massachusetts, was appointed state coordinator of programs for the deaf-blind. During this period, Mr. Hoff has identified some 60-70 children in the state who are both deaf and blind. The great majority of these children are the result of the rubella epidemics of the mid 1960's and Florida has established no suitable program of education or training for them. During the spring of 1970, a few teacher aides and tutor-companions were provided for a small number of these children in their local schools through a grant from the Southeastern Center for Deaf-Blind in Alabama. This is a problem which the state must face in the very near future. Should it be so indicated, the Florida School for the Deaf and the Blind is prepared to establish and direct this type of program.

The Governor, the Board of Trustees, many state officials, and members of the legislature have given strong support to the school during the biennium; thus making possible the progress mentioned above and in the appended reports from department heads. The President deeply appreciates this support and assistance. Members of the staff have also been most cooperative and helpful. This, too, is appreciated.

Respectfully submitted,

William J. McClure
President

President's Biennial Report for 1968-70

Enrollment

1968-69		1969-70	
Deaf Boys	285	Deaf Boys	329
Deaf Girls	198	Deaf Girls	226
Blind Boys	119	Blind Boys	118
Blind Girls	<u>113</u>	Blind Girls	<u>116</u>
Total	715	Total	789

Enrollment for the Biennium

Deaf Boys	348
Deaf Girls	244
Blind Boys	139
Blind Girls	<u>132</u>
Total	863

Classification of Pupils

Deaf	592
Blind	<u>271</u>
Total	863

Causes of Deafness 592

Accident -----	3	Measles -----	23
Birth Injury -----	7	Meningitis -----	57
Cerebral Palsy-----	1	Nerve deafness -----	20
Chicken Pox-----	1	Otitis Media -----	8
Cerebral Anoxia -----	4	Prenatal Care -----	1
Encephalitis -----	2	Pneumonia -----	6
Fever -----	14	Premature Birth -----	8
Heredity -----	15	Prenatal Rubella-----	51
Herpes -----	1	RH Negative -----	11
Infection -----	10	Rickets -----	1
Influenza -----	2	Septicemia -----	1
Jaundice -----	1	Unknown -----	343
		Whooping Cough -----	1

Causes of Blindness 271

Causes		Diagnosis	
Unknown -----	53	Undiagnosed -----	7
Accident -----	8	Congenital Malformation -----	2
Birth Injury -----	4	Multiple Anomalies -----	14
Brain Damage -----	2	Myopia -----	18
Anoxia -----	3	Glaucoma -----	19
Encephalitis -----	1	Albinism -----	9
Heredity -----	60	Coloboma -----	2
Syphillis -----	1	Anophthalmos and Microphthalmos--	5
Measles -----	3	Conjunctiva (Ophthalmia Neonatorum)--	1
Meningitis-----	2	Cornea (Damage or not functioning)--	6
Polio -----	1	Cataract -----	34
Rubella Maternal-----	4	Dislocated Lens -----	1
Toxoplasmosis-----	2	Retrolental Fibroplasia -----	70
Other Infectious Diseases-----	2	Retinal and Macular Degeneration -	17
Excessive Oxygen(Poisoning)--	69	Retinoblastoma -----	4
Tumors -----	3	Other Retina Disorders -----	19
Prenatal Influence -----	53	Optic Nerve Atrophy-----	29
		Other Optic Nerve Disorders -----	3
		Other Specified Affection-----	11

Attendance by Counties 1968-70

Alachua -----	17	Hamilton -----	3
Bay -----	10	Hardee -----	4
Bradford -----	4	Hendry -----	4
Brevard -----	37	Hernando -----	4
Broward -----	39	Highlands -----	5
Calhoun -----	2	Hillsborough -----	38
Charlotte -----	4	Holmes -----	3
Citrus -----	4	Indian River -----	5
Clay -----	4	Jackson -----	6
Collier -----	5	Lake -----	13
Columbia -----	9	Lee -----	12
Dade -----	70	Leon -----	18
DeSoto -----	3	Levy -----	3
Dixie -----	2	Liberty -----	3
Duval -----	94	Madison -----	2
Escambia -----	27	Manatee -----	8
Flagler -----	2	Marion -----	19
Franklin -----	2	Martin -----	3
Gadsden -----	6	Monroe -----	3
Gilchrist -----	1	Nassau -----	3
Glades -----	1	Okaloosa -----	7
Gulf -----	1	Okeechobee -----	4

Orange -----	41
Osceola -----	2
Palm Beach -----	43
Pasco -----	15
Pinellas -----	22
Polk -----	48
Putnam -----	14
St. Johns-----	65
St. Lucie -----	9
Santa Rosa-----	4
Sarasota -----	6
Seminole -----	9
Sumter -----	4
Suwannee-----	7
Taylor -----	10
Volusia -----	38
Wakulla -----	5
Walton -----	3
Washington-----	4

Medical Department

The medical program is under the direction of Dr. George C. Hopkins, Jr., Physician, Dr. Charles Grace, Ophthalmologist and Otolaryngologist, Dr. H. S. Norris, Surgeon and Dr. William J. Morse, Dentist.

Each student is given a complete physical examination upon admission to the school by Dr. George C. Hopkins, Jr. At this time all abnormalities and medical problems are noted and scheduled for further clinical test and study. All students who participate in competitive sports are given an annual complete physical examination by Dr. Hopkins. The following surveys are made each year under the direction of Dr. Hopkins: T.B. Survey which includes skin testing with chest x-rays when indicated; Diabetic Survey, Serological Survey; and Sickle Cell Survey on all Negro students. Stool studies for intestinal parasites and treatment are done once a year and also urinalyses. Complete immunization series are given and kept up-to-date for Diphtheria, Tetanus, Pertusis, Flu vaccine series and/or boosters are given as well as Measles and Oral Polio vaccine when indicated.

During the school year, the overall health of the school has been good. There were more than the usual number of fractures, occasional dislocations and many repairs of various types of lacerations and other injuries during the past year. Of the contagious diseases, there were Mumps, Chicken Pox and Measles.

Children who are eligible for service from the Florida Crippled Children's Commission are taken to Jacksonville for evaluation, treatment and follow-up care. Thirteen students received this service.

Our dentist, Dr. W. J. Morse, conducts a routine dental survey at the beginning of each school year. Following this, letters are sent to the parents explaining their child's dental needs and encouraging them to receive dental care from their family dentist. Our weekly dental service consists of emergency and maintenance are rendered to residential students unable to get home for attention by their family dentist and for those who cannot afford dental care at home.

Dr. Charles C. Grace examines the eyes, ears, nose, and the throat of each child at the beginning of each school year. At this time diagnosis is made and treatment, if necessary, is started. All children with chronic ear conditions are rechecked every two to four weeks as well as those requiring periodic eye examination and tension checks. Three to six children are refracted weekly and glasses are prescribed when needed. Those with glasses are rechecked every six months or yearly as their condition warrants it. All acute eye and ear diseases and injuries are cared for with follow-up examinations. An examination to determine the visual acuity and diagnosis is done on all new blind students, if not done prior to admission.

The twenty-four hour nursing service is under the supervision of Mrs. Ruth Cook, R. N., with the assistance of one registered nurse, four licensed practical nurses and one combination nurse's aide and maid. We also have this year one D. C. T. student participating in the program four hours daily, five days a week.

Average clinic patients per day	1968-69---	78	1969-70---	90
Total number clinic patients	1968-69---	19,911	1969-70---	19,998
Total number in-bed patients	1968-69---	313	1969-70---	1,399

Actual number days
Infirmary was open
including Sat., Sun.
Holidays, except
Christmas-Easter

Clinic

Year	Total Number Clinic Patients	Average Number Clinic Patients Per Day	
1968-69	18,875	78	217
1969-70	21,397	90	217

(We have Charted 22,285 times, at least)

Month	1968-69	1969-70
September	3,203	3,409
October	2,916	2,859
November	2,043	2,147
December	1,443	1,801
January	1,644	2,252
February	2,141	2,150
March	1,936	2,266
April	1,523	2,181
<u>May</u>	<u>2,026</u>	<u>2,332</u>
Total	18,875	21,397

In-Bed Patients

<u>Year</u>	<u>Total in-bed count</u>	<u>Total number of Hospital days</u>	<u>Average Hospital stay per patient</u>
1968-69	313	247	3.2
1969-70	444	247	4.2
X-rays	1968-69	54	
	1969-70	104	

Emergency Room Treatment-Flagler Hospital 1968-69--- 10 1969-70---- 3

Number treated by Dr. Grace 1968-69- 1,338 1969-70 -- 1,415

Refractions with drops by Dr. Grace 1968-69 --- 45 1969-70 -- 48

Number treated in Dental Clinic by Dr. Morse 1968-69-1,104 1969-70-- 1,060

Trips to Jacksonville by nurses to take children to special clinics

1968-69 ----- 11

1969-70----- 35

Total Immunization given 1969-70----- 1,436

Mrs. Ruth M. Cook, R.N.
Head Nurse

BUSINESS OPERATIONS

Dr. William J. McClure, President
Florida School for the Deaf and the Blind
St. Augustine, Florida

Dear Dr. McClure:

I am pleased to report on the affairs of the Business Operations of the Florida School for the Deaf and the Blind, together with concise reports from the following departments under the supervision of the Business Manager: Coordinator of Federal Funds, Personnel, Accounting, Purchasing and Property, Construction and Maintenance, Safety-Campus Security, Food Service, Laundry and Housekeeping departments.

The business manager has worked very closely with the President in the preparation of the budgets, in the expenditure of funds appropriated to the school and in the daily overall operation of the school. Considerable effort and time have been spent in coordinating and improving the operations in each department.

The increase of student growth, along with an increase in the number of employees, together with the mushrooming of the construction program has added greatly to the responsibilities and duties of each department; however, each department has performed its duties in a professional manner considering the handicaps.

The recent addition of a personnel manager will greatly aid in the up-grading of our personnel and bring about a more harmonious employee-employer relationship.

The construction of the many new buildings on our campus requires that we increase our efficiency in the maintenance department along with the addition of essential maintenance mechanics for the air-conditioning and mechanical equipment.

A look at our financial statements will reveal that our operational costs are rising; however, in comparison to other deaf schools throughout the United States our per capita cost ranks approximately fifteenth. Our teachers salary ranks approximately eighteenth at the beginning scale and approximately twentieth at the maximum scale. Appropriated funds for operating expenses and for capital outlay unfortunately have not kept pace with our needs to improve and strengthen our school program, because of the lack of funds for new and additional equipment the teaching effectiveness has been greatly reduced. It now seems essential that steps be taken immediately to qualify for Educational Improvement Expense funds such as is available to the public schools throughout the State if we are to overcome this deficiency.

Several major capital improvements have been made this biennium such as a central fire alarm system, street lighting system, dormitory alarm system, steam line installation, central clock system, new storage and receiving building, laundry and dry cleaning renovation, closed circuit television system and the purchase of additional property.

We can look back with much satisfaction on the past biennium as one of the greatest periods of progress in the history of the school, and look forward to the opportunity of molding and shaping our school into the best in the country with a fine teaching staff, dedicated employees and modern up-to-date facilities.

I am deeply appreciative of the fine assistance provided by each department head, the loyal employees and also the unfailing cooperation and guidance given by the Board of Trustees, the President and Principals of both departments in helping me perform my duties.

James E. Thomas
Business Manager

COORDINATOR OF FEDERAL FUNDS

Following is a compilation of the amount of money that has been received under the various government grants to our school for the past two years showing comparative figures for the two years.

	<u>1968-69</u>	<u>1969-70</u>
Title I ESEA 89-313	\$180,730	\$209,774
Vocational Education Act	-0-	56,134
School Lunch Program	4,660	28,688
U. S. Government Commodities	15,000	24,720
N.D.E.A. Act	15,737	3,120

A new allocation has not been received at this time. We foresee an additional \$15,000 for this year.

Library Construction Act	<u>5,050</u>	<u>5,050</u>
Totals	\$221,177	\$327,486

With this money we have added personnel to our teaching staff, para-professionals to aid our teachers in the classroom and specialists. Equipment has been purchased to upgrade our academic, vocation, physical education and television equipment. Various programs have been carried on such as summer curriculum study, work for indigent students, travel for our teachers, workshops, field trips, health services, repairs to equipment, etc.

The school lunch money has been used to supplement our regular allocation from general funds. We have given the younger students a mid-morning snack and also have just initiated an after supper snack which we will expand next year. This seems to be very popular with the students. We are looking into the possibility of receiving funds from this source for seven (7) days a week in lieu of the five (5) days that we participate in now.

During the past two years I have written letters to many foundations in the country but, as yet, have not had any success in making a contact. I have written only those that were listed as grants for the handicapped. In practically all cases, I did not receive a reply to my letters. Those that I did receive a reply from briefly stated that the project described was not applicable to their funding. I hope to attend a seminar this

summer that is geared for this type involvement. However, as I read the Congressional Record and digest what some of the legislators have to say about these foundations most are set up as tax exempt loopholes.

From all indications, we believe that federal funds will increase in the next two years and look forward to the continued benefits for our school.

EDUCATIONAL IMPROVEMENT EXPENSE

For years professional educators have been aware of certain educational deficiencies in their primary areas of interest. They have identified some areas of need which can be defined rather clearly and other areas that need additional research and in depth study before the specific need can be defined in terms of measurable objectives.

These educational program needs include; (1) total staff development (including objective evaluations), (2) systematic programs of comprehensive short and long-range educational planning, (3) increased professional, non-professional supportive staff, (4) improved, expanded, and new curriculums, (5) development of public relations programs, (6) development of Learning Resources Centers, (7) expanded educational testing, etc.

Many of the above mentioned needs have been and are in the process of being met by public school systems in the State of Florida through the use of Educational Improvement Expense monies they receive from the State Department of Education for these specific purposes. The Florida School for the Deaf and the Blind has many of the same problems as the public school systems; however, the school is not granted EIE funds to assist in meeting the educational needs outlined above. Practically all of the money derived from the state is used to meet the bare necessities of running the school on its present educational level.

The only funds that can be used for the development of these educational program needs are derived from federal sources. However, the public schools also participate in these programs and are, therefore, leaving us "in the lurch". This is not as it should be. A school for the handicapped has more complicated needs and we should at least be on a par with the public schools in respect to meeting them. With the additional money the public schools receive to improve education they are far outstripping us and, in the not too distant future, we may find our school retrogressing into the "dark age" position it once occupied when compared to the public school systems in the State of Florida.

The allocation that would be available to the Florida School for the Deaf and the Blind based on the EIE formula of \$1,720. per teaching unit would be about \$250,000. We believe that the Florida legislature should make it possible for us to participate in the Educational Improvement Expense funds directly or indirectly at the earliest possible time.

Walter H. Slater
Coordinator Federal Funds

PURCHASING AND PROPERTY DEPARTMENT

The years 1968-70 have been the busiest the Purchasing Department has ever had, in volume of purchases, quotations and general office activity. A total of 3,430 purchase orders were written for the year ending June 30, 1969, and a total of 2,877 have been written for the 11-month period ending

May 30th this year.

Accelerated efforts have been made to consolidate purchasing. This has resulted in better prices, lower transportation and handling charges. Larger quantities of supply items have been purchased at a time and a better control of items issued has been stressed at each point of dispersal.

All possible efforts have been made to improve specifications for quality of items purchased. All purchase orders have been placed in accordance with State regulations, such as legal advertising for purchasing in excess of \$2,000.00 and as many bids as possible on orders in excess of \$200.00. In most cases, bids were obtained on all items over \$50.00, even if not under State regulations.

We have taken advantage of State Contract purchasing in all cases except where we have obtained better prices through our own bids. Our new school bus was bought under the Board of Education, School Transportation bid. Our automobile, station wagons, trucksters and tractor were purchased under State Purchasing Department of General Services, Division of Motor Pool bids. Use of State credit cards has been established for gasoline and oil purchases when vehicles are away from our bulk pump.

Volume of purchasing has increased considerably, due to the recent growth of our school. The expanded use of federal grants and additional State and federal funds for vocational and rehabilitation purposes continues to increase this volume. All of these contracts have stipulated that our school be responsible for expending and accounting for these funds in accordance with Florida State Purchasing rules and regulations. This, we have attempted to do in each instance.

Our new receiving and food storage warehouse is now in use and the larger freezer and cold storage rooms are second to none in this area. This will allow us to take advantage of economies in larger and fewer purchases, also the availability of federal surplus food allotments. Office space has been provided in this new warehouse for our food control clerk and our property control man. This allows them better control by being at the site when food and material is received, stored and then distributed to our various buildings.

Lester D. Sutliff
Purchasing Agent

CONSTRUCTION AND MAINTENANCE DEPARTMENT

During the past two years the Maintenance Department has accomplished many general improvements. It has repaired hundreds of small items, maintained a complete key service and maintained a 24-hour security guard with an increase of three guards since last report. Trouble calls, fire calls and telephone calls after school closing hours have been handled. A new parking area for houseparents on south campus and two new sidewalks have been laid, four new stairwells built. Two swimming pools have been operated for the students. Many field trips have been handled by maintenance personnel. Buildings have received repainting and plastering. Partitions have been made and altered to aid the teachers. Many items of equipment and machinery, as well as furniture, have been relocated to facilitate our school expansion. Daily, weekly and monthly maintenance reports have been made. The grounds have been mowed, fertilized, seeded, trimmed and watered. Several new pieces of playground equipment have been erected. Trash and laundry were hauled. Many students were transported from building to building in rainy

weather. Daily repairs and maintenance have been made on over 31 vehicles.

The boiler plant has operated 24 hours daily. Steam, water, sewer and electrical services have been performed daily with periodical checks made throughout the campus. Many welding jobs have been completed. Maintenance checks were made daily in the laundry and many air condition units were maintained and checked, 5 central installations and over 50 window installations.

In all, with 36 buildings now on campus and with the construction of the new Walker Hall, the Maintenance Department stays quite busy with work orders, telephone calls and daily services to the students, teachers, house-parents and others. This work is taken care of by:

1 Superintendent, 1 Assistant Utilities and Maintenance Superintendent, 1 Clerk-Typist, 2 Electronic Technicians, 1 Security Officer, 3 Security Guards, 1 General Shop Supervisor, 6 Carpenters, 4 Painters, 3 Trades Helpers, 2 Vehicle Operators, 1 Boiler Shop Supervisor, 2 Plumbers, 2 Electricians, 2 Trades Helpers, 4 Boiler Operators, 1 Grounds Keeper Supervisor and 6 Grounds Keepers, a total of 43 employees.

Cornelius Post
Superintendent of Maintenance

FOOD SERVICE DEPARTMENT

For this biennium, the total number of meals served was 1,132,000. Food cost per meal was .3479.

Meals were planned by the director and his staff, under the direction of the business manager and our staff doctors.

Our students and counselors meals were served in a satisfactory manner, also, there were many special events served off the campus in a satisfactory manner. A minimum of complaints and criticisms were received during this period and were acted upon.

A good sanitary level was maintained in all kitchens and dining rooms, as a result of constant inspection and supervision.

Good employee relations were maintained. Labor turnover was relatively low.

On April 3, 1969, a timecard system was installed, and working hours were reduced to a 48 hours, straight shift. (Formerly all employees were working a split shift, 55 to 60 hours, with breaks between meals.)

On January 29, 1970, hours for all workers were further reduced to 40 hours. This action, together with the timecard system, is now working in an acceptable manner, and will be maintained.

On March 16, 1969, a pancake breakfast was sponsored by the Deaf Department, for resale of their food. A total of \$80.14 was remitted by them to cover the cost of food furnished by the dietary department, and this amount was credited to food account.

On May 22, 1969, an Achievement Day (Media) luncheon was served to 80 guests, students and staff, a total of 129 persons attended. Mrs. Bernard Castro graciously paid for the 80 guests, in the amount of \$62.40. This amount was credited as follows:

80 Guest Dinners @ .75	\$60.00
Tax	<u>2.40</u>
	\$62.40

Dr. McClure, President of the school, approved a buffet dinner for employees to be held on June 3, 1969. A total of 366 was served. The total of 272 meals was paid from the President's expenditure funds, and were credited to food account.

On November 17, 1969, a luncheon was served to Rotary International members by our dietary forces. Two checks were received as follows:

76 Meals @ .75	\$ 57.00
76 Meals @ \$1.25	<u>95.00</u>
	\$152.00

This amount was credited as follows:

Food Account	\$ 83.00
Student Assistance Fund	<u>69.00</u>
	\$152.00

Abnormal conditions have existed over the biennium due to the demolition and construction of Walker Hall complex. The 1969-70 school term was completed by using the center section, which was left standing. It is commendable that all concerned performed their duties well under very unfavorable conditions.

At the close of school, kitchen and dining room equipment, together with all other facilities in this section, were moved, and demolition of the remaining section of Walker Hall is expected to start on June 15th.

Knowles Hall will serve Walker Hall children and adults for about eight weeks in the fall, this being on a temporary basis until Walker Hall is completed.

The blind children, who were being fed in Knowles Hall, will be transferred to other facilities on a temporary basis.

Eight new employees (Food Service Aides) were added to our roll on September 1, 1969, in anticipation of reducing our working hours from 48 per week to 40 hours per week with no further additions to our force. The 40 hours week was accomplished and will be maintained, as already stated.

L. B. Corrick
Food Service Director

LAUNDRY DEPARTMENT

The laundry maintains a staff of eleven employees, two men and nine women. The objective of the department is to provide services for the individual needs of all concerned.

Weekly schedules accommodate twenty-nine dormitories, twelve industrial arts classes, all sports programs, physical education classes and household departments; semi-weekly service to the infirmary, with open schedule for any emergency, daily service to six kitchens. Gymnasium and swimming pools also receive daily service for towels, etc.

Laundry service consists of sorting, washing, pressing and delivery of wearing apparel and linens to their respective buildings as scheduled.

Special care is given to synthetic materials. This creates a great problem in the laundry field today.

Renovation of the laundry facilities began in the spring of 1969 and the full operation of the laundry was maintained; however, considerable duress was endured by the employees because of dust annoyance. In September of 1969, we began the school year with new equipment replacing some of the old, plus adding two new units.

In February of 1970, a cooperative program was set up with the Vocational Department to train students in laundry work. Two classes were established for each day. This program has proven, in three short months, to be very worthwhile. Students who will be leaving our school will now have a vocation which should help them to obtain jobs.

Although the work load has increased considerably, it has been handled satisfactorily with the addition of the new laundry equipment, facilities and the cooperation of the laundry employees.

V. M. McCormick
Laundry Supervisor

HOUSEHOLD DEPARTMENT

Twenty-three custodial helpers, one supervisor and one seamstress make up the staff of the Household Department. Custodial helpers are assigned to individual buildings; all having several buildings to maintain. One custodian has full charge of the maintenance of our gymnasium.

One seamstress does all the mending and discarding of linen for our campus. Linen is sent to the Household Director for dispersal to seamstress. Where possible items are mended, if not repairable, replacement is made with new item to bring inventory to full complement. Summer months are spent creating fabricated articles to specification for our infirmary and campus.

The Household Department issues all cleaning products, tools, equipment and household supplies used in housekeeping. These are bought to specification mindful of safety for persons using them and of the surfaces on which they will be used. All linens are bought to specifications and issued by the Household Director with control practiced at all times.

Our campus covers 69 acres, 29 dormitory areas, many classrooms and offices housed in 23 buildings. The Household Department gives continuous housekeeping service to each area. As our school grows and our campus continues to expand, the Household Department stands ready to make adjustments to our schedule to be able to continue our present policy of a safe clean and attractive school.

Our thanks to the entire school staff and students for their cooperation in helping to maintain our buildings.

J. Pomar
Household Director

ACCOUNTING DEPARTMENT

The Accounting Department staffs eight full time employees. With this staff, the Accounting Department audits, vouchers and processes all bills for payment, keeps records and accounts on all funds, provides complete banking service for all students, helps in the preparation of Legislative and Operating Budgets, and is responsible for keeping the business manager informed of the school's financial condition at all times.

The years 1968-69 and 1969-70 have probably been the busiest years experienced by the Accounting Department for some time. This was due to (1) loss of experienced personnel, (2) training of new personnel and (3) increase in work load. During 1968-70, 5554 vouchers were processed for payment.

Although we have experienced a few setbacks, we feel that innovations can be incorporated to modernize our accounting system and our every effort is directed toward bringing this about.

A statement of Operating Expenses is attached to give you a picture of operations for the past two years.

STATEMENT OF OPERATING EXPENSES

<u>Account Name</u>	<u>1968-69</u>		<u>Total</u>
	<u>General Revenue Fund</u>	<u>Grants and Donations Fund</u>	
Salaries and Matching	\$2,305,545	\$156,080	\$2,461,625
Other Personal Services	8,015	2,826	10,841
Expenses	243,660	21,885	265,545
Operating Capital Outlay	91,420	53,158	144,578
Food Products	<u>114,522</u>	<u>-0-</u>	<u>114,522</u>
Total	<u>\$2,763,162</u>	<u>\$233,949</u>	<u>\$2,997,111</u>
<u>1969-70</u>			
Salaries and Matching	\$2,427,339	\$194,400	\$2,621,739
Other Personal Services	13,606	9,421	23,027
Expenses	240,728	25,534	266,262
Operating Capital Outlay	93,560	29,470	123,030
Food Products	121,583	-0-	121,583
Grants and Aids	<u>8,268</u>	<u>3,515</u>	<u>11,783</u>
Total	<u>\$2,905,084</u>	<u>\$262,340</u>	<u>\$3,167,424</u>

CAPITAL OUTLAY - BUILDINGS AND IMPROVEMENTS

<u>Project</u>	<u>1968-69</u>	<u>1969-70</u>
3050	\$ 11,065	\$ 6,817
3566	82,690	119,138
3567	70,512	1,173,228
3900	<u>196,909</u>	<u>128,617</u>
Total	<u>\$361,176</u>	<u>\$1,427,800</u>

RETIREMENT

Miss Martha Hieatt, who has taught at the Florida School for the Deaf and the Blind, Department for the Blind, the past fifteen years, retired at the close of the 1968-69 school year. Before coming to the Florida School, she taught at the Virginia School for the Deaf and the Blind, Department for the Blind, and had also taught classes of normally sighted pupils in public schools.

Miss Hieatt was a loyal and devoted teacher and will be greatly missed by the Florida School. She has had a great influence upon the lives of the many blind children and normally sighted children she has taught.

We are delighted to know that Miss Hieatt plans to remain in St. Augustine.

Mr. Cary White, who has been connected with the Florida School for the Deaf and the Blind, Department for the Deaf, 48 years, retired at the close of the 1968-69 school year. After attending the Florida School, Mr. White was employed for a time as a houseparent and then taught in the Department for the Deaf.

Mr. White was a loyal and devoted teacher and will be missed by the school.

Mrs. Marian Hillier, who has taught at the Florida School for the Deaf and the Blind, Department for the Blind 27 years, retired at the close of the 1969-70 school year. Mrs. Hillier began teaching in the Florida School in September 1933 and resigned at the close of the 1941-42 school year. During this time she raised her family and then returned to teaching in September 1952 and remained here until her retirement.

Mrs. Hillier was a loyal and devoted teacher. She was always willing to go beyond the "call of duty" to help her students in school in preparing for parties, dances, etc.

We are delighted to know that Mrs. Hillier and her husband plan to remain in St. Augustine.

Miss Sallie M. Stephens, who has taught a total of 48 years, retired at the close of the 1969-70 school year. Miss Stephens came to the Florida School in September 1966 and taught in the Department for the Blind until the close of the 1969-70 school year. Miss Stephens was well-liked by students and teachers alike.

NECROLOGY

Mr. Harry F. Mays, who was employed in our maintenance department four years, died November 22, 1968 following a brief illness. Mr. Mays was a capable and dependable employee and was well-liked by all members of the staff.

Mrs. Kathryn Coalla Gray, a member of our secretarial staff since 1958, died on August 29, 1969 after a brief illness.

Mrs. Gray had been a patient at the local hospital three weeks previously, then on August 29 she suffered a second and fatal heart attack. Funeral services were held September 1 in the Cathedral of St. Augustine with burial in St. Augustine's San Lorenzo Cemetery.

Mrs. Gray had a sparkling personality and a friendly nature which endeared her to all. She is greatly missed by the school personnel.

Miss Mary Jane Downs, a housemother in our Department for the Blind since September 1, 1967, died March 8, 1970 in a plane crash which also took the lives of a former student and a member of our 1970 graduating class, Department for the Blind. Miss Downs was a loyal and dedicated employee who was loved by all members of the staff and all students. Miss Downs was a graduate of our Department for the Blind.

Mr. Robert M. Greenmun, who taught in the Florida School, Department for the Deaf, since 1954, died in a St. Augustine hospital April 12, 1970 of injuries received when the station wagon he was driving was struck by a train at a crossing a few miles from his home in Elkton on Saturday afternoon, April 11.

Mr. Greenmun held membership in the National Council of Teachers of Mathematics; Phi Delta Kappa, professional fraternity for men in education; Florida Education Association; National Education Association; National Fraternal Society of the Deaf; National Association of the Deaf, of which he was secretary-treasurer for 18 years; Florida Association of the Deaf; Convention of American Instructors of the Deaf, of which he was former treasurer and he was a member of the Peace Officers Association.

The Florida School has received more than one thousand dollars for a suitable memorial, in our proposed chapel, in memory of Mr. Greenmun.

Students in Institutions of Higher Learning and Vocational Schools

Department for the Deaf

The following students are attending Gallaudet College

Carolyn Ball	Brenda Harvey
Herman Buckman	Johnnie Johnston
Philip Burns	Shannon McMahon
Arthur Dignan	Stanley Mals
Michael Ewing	Bruce Ostrout
Jack Freeman	Johnny Samuels
Cheryl Gaston	Joseph Scura
Tracy Groover	Edith Wilson
Carolyn Hammock	James Young

Cynthia Banks, Collegiate Business Institute
Robert Basehore, St. Petersburg Junior College
Wayne Bramblett, St. Petersburg Junior College
Yvonne Brown, Lindsey Hopkins Educational Center
George Dorough, National Technical Institute for the Deaf
James Fields, Delgado College
Willa Dean Gaines, Collegiate Business Institute
Edward Jeffords, St. Petersburg Junior College
Julia Mala, St. Petersburg Junior College
Michael Meier, Delgado College
George Pettigrew, Jacksonville Barber College
Karol Schoenian, Lindsey Hopkins Educational Center
Ernest Smith, Tallahassee Barber College
William Smith, Manpower Development Training Authority
Dorothy Sontag, Jacksonville Business College
Gary Tegg, Utah State University
Janet Wagner, Orange County Vocational Technical School
John Wright, Mid-Florida Technical School

Department for the Blind

Linda Susan Burton, North Florida Junior College
Joan Carlson, Miami-Dade Junior College
Cornelia Frazier, Florida State University
Cora Jean Gaskin, North Florida Junior College
Patricia H. Jackson, Jacksonville Junior College
Jules Karkalits, Florida State University
Rita McDaniel, Florida State University
Willie Lee Martin, Florida State University
Linda Starks, Florida State University
James Smith, Daytona Beach Junior College

CHILD STUDY CENTER

This is the first biennial report of the Child Study Center of the Florida School for the Deaf and the Blind. The purpose of this Center is to do pre-enrollment evaluations of prospective enrollees for both the deaf and the blind departments, and to do periodic re-evaluations of the school's population from an audiological and psychological standpoint. Also, the electronics department is staffed in this facility.

The current staff includes one school psychologist, two audiologists, two electronics technicians and a secretary.

Intake evaluations are done prior to a student's enrollment in the school. At the time of the initial evaluation all previous psychological, audiological and educational data are reviewed; pre-natal, natal, and post-natal histories are taken along with the child's developmental geography. Psychological, audiological and educational evaluations are made. All this information is gathered by the Child Study Center staff assisted by the respective principals, supervising teachers, Bureau of Blind Services and Vocational Rehabilitation personnel. A staffing is held and recommendations regarding enrollability, prognosis for success, and possible educational placement are made to the principal of the appropriate department.

Below is a tabulation of intake testing:

	<u>7/1/68 - 6/30/69</u>	<u>7/1/69 - 6/30/70</u>
DEAF	119	162
BLIND	49	60
TOTAL	168	222

The systematic retesting program for the in-school population has averaged one (1) a day psychological and audiological retest, and two (2) hearing aid evaluations per week. Approximately three hundred and eighty (380) ear molds were made for students in 1969-70 to be used with personal

hearing aids and with auditory training units.

The Child Study Center provided a hearing conservation program in the Department for the Blind, also. During the 1969-70 school year all the students in the blind department who were fourteen (14) years of age or older had their hearing acuity screened. One hundred and twenty-nine (129) students were screened of whom twenty-three (23) were found to have a significant decrease of hearing. Six (6) of the twenty-three (23) were referred for corrective medical attention. This percentage is consistent with the public school system's incidence of hearing problems. All prospective enrollees in the blind department have their hearing acuity screened prior to enrollment.

The electronics department is responsible for the repair and upkeep of forty (40) classroom auditory training units of which fifteen (15) were added in the school years 1968-69 and 1969-70. Also, they repair individual hearing aids (approximately three hundred and fifty (350) repaired during 1968-69, 1969-70), and maintain approximately sixty (60) school-owned television sets in the dorms and classrooms. These technicians also attend to the new closed circuit television system, its associated recorders and captioning devices.

The professional staff members of the Child Study Center spend a great deal of their time in the various classrooms assisting the classroom teachers in the on-going auditory training program in the deaf department, and in observing the classroom behavior of children who may have psychological problems.

Jerry E. Prokes, Director
Child Study Center

DEPARTMENT FOR THE DEAF

The academic years, 1968 - 1970, may be noted particularly for having been a period of marked growth in pupil population in the Department for the Deaf. This expansion in numbers not only had a great influence upon the size of classes, but also upon the quality of work done by the pupils. With smaller classes more personal attention would obviously have been available to individual pupils. Eight children per teacher is considered a maximum number for effective work and progress. This is especially true on the preparatory and primary levels.

I. Pupil Population

The following figures indicate the expansion trend:

	1968-69	1969-70
1. Preparatory Department	86 pupils	105 pupils
2. Primary Department	79 pupils	80 pupils
3. Intermediate Department	176 pupils	201 pupils
4. Advanced Department	140 pupils	164 pupils
5. Physical Education Department	450 pupils	525 pupils
6. Child Care Department	465 pupils	507 pupils
7. Vocational Department	---	---
8. Library	---	---

II. Effects of Population Expansion

With the rubella (German measles) epidemics there has been a tremendous increase in the prelingually deaf population over the last seven years, hence the marked increase on the preparatory level.

The Intermediate Department has received over the last two years numbers of children from the various day class and day school facilities of the large urban centers around the state. The majority of these have had second and third grade achievement scores. This has weighted the department heavily in the lower intermediate area.

The Advanced Department in the academic year 1968-69 retained 20 seniors who were scheduled to graduate in May, 1969. They were held for one more year to receive additional vocational and academic work. This unexpected change of plans placed a terrific burden upon the Advanced Department. Due to the flexibility, fortitude, and fine morale of the teachers, however, the situation of "too many pupils" was weathered through satisfactorily.

The Child Care Department which is responsible for the housing and care of children felt the pressure of the expanding pupil population. To meet the need, 28 new houseparents were added to the child care staff. The total number of houseparents as of May 1970

is 53.

III. Programs Instituted During 1968 - 1970

1. In each of the academic departments a curriculum was developed with special emphasis on the instruction and use of English.
2. Speech and auditory training teachers were assigned to the Intermediate and Advanced Departments for the academic year 1968-69. With the expansion of the pupil population, however, they were reassigned to serve as regular classroom teachers.
3. In the Primary Department an art program was introduced in 1968-69. In addition to the numerous values to be attained from instruction in art, the children also receive excellent opportunities for practical English, both receptive and expressive.
4. In the Preparatory Department a program in physical education was inaugurated for some classes. This activity provides another fine opportunity to receive and use English.
5. A cooperative program with Florida State University was instituted whereby student teachers from the University received their practicum at the Department for the Deaf.
6. In the Intermediate and Advanced Departments tutor-companions were employed to work with the visually handicapped deaf students.
7. In the Vocational Department the following courses were instituted during the biennium 1968-1970:
 - a. Small motor repair
 - b. Electronics (replacing woodworking)
 - c. Basic electricity (replacing boy's handicraft)
 - d. Data process training
 - e. Photography
 - f. Cosmetology reorganized to comply with State Board requirements
 - g. Personal adjustment training for low achievers
 - h. Sponsorship of extra-curricular clubs, e.g. Canoe Club, Chef Club, Auto Club, etc.
8. In the Physical Education Department the following courses and activities were introduced:
 - a. Saturday morning recreation
 - b. Recreational activities for the boys in Vaill and Rhyne Hall.
 - c. Girl's Recreation Association for residents of Vaill and McLane
 - d. Modern dance unit of instruction for girls

IV. Proposed Programs

1. Physical Education is recommended for all classes in the Preparatory Department.
2. A planned auditory training program is recommended for the school at all levels.
3. A speech maintenance program should be established at the Intermediate and Advanced Department levels.
4. A rhythm band is recommended for the Primary Department. Practices, however, would take place after school hours.
5. An Industrial Arts program is recommended to serve as an adjunct to the regular Intermediate classroom instruction. The curriculum will include art, basic living skills for the girls, and crafts for boys. This program should be under the administrative direction of the Intermediate Department supervising teacher.
6. For the Vocational Department the following courses are hopefully to be established during the next two years:
 - a. An accelerated and concentrated emphasis on Visible English (written and fingerspelled) should be instituted in all vocational shops and classes in order to provide pupils with the essential English terminology and idiom of industry.
 - b. Instruction in the operation of the I.B.M., magnetic tape composing system along with training in the operation of teletype tape punching (TTS) and the Varitype headliner machine.
 - c. Electric motor rewinding
 - d. Wig making
 - e. Studio portrait photography
 - f. Automotive servicing and minor repair specialization
 - g. Bank check proof machine operation
 - h. Commercial power machine sewing operation
 - i. Cooking for boys
 - j. Family living for seniors
 - k. Teletype machine communication
 - l. Community placement of older students through cooperation of the Vocational Rehabilitation Division
 - m. Monitoring automatic type setting machines (pending acquisition of An Elektron linotype)

V. Pupil Achievement

1. Preparatory Department

The measure of a school's effectiveness may be best judged by the achievement of its pupils.

On the preparatory level the matter of determining achievement is quite difficult because it represents a pre-first grade area of study. Achievement tests do not go below first grade, hence there are no scores available for these younger pupils.

2. Primary Department

On the primary level, achievement tests for 1969-70

indicate a very satisfactory degree of progress. The academic prognosis for the primary class is generally good and should continue so if a complete English atmosphere may be maintained throughout the school, dormitory, and extracurricular programs.

3. Intermediate Department

In the Intermediate Department the average achievement score in September, 1968 was 2.3. The average achievement score for May, 1970 stands at 4.1, an achievement of one year and eight months. With the improved academic achievement, the age range of the pupils has changed from 13-15 1/2 to 10-14 years in May 1970.

4. Advanced Department

In the Advanced Department the average pupil achievement score was 4.6 in the academic year 1968-69. For the year 1969-70 the achievement score has moved up to 6.8. As the scores improve the age of the pupils will tend to become younger.

This next year 1970-71 a twelfth grade will be added. While there will only be a few pupils achieving this level over the next three to four years, the indications are that in the future an ever increasing number of pupils may be expected to complete twelfth grade.

Such an improved academic level of achievement for the Advanced Department is not only possible but probable, if a complete English atmosphere may be maintained both in and out of school.

English for prelingually deaf children can be provided them only through the discipline of a completely English environment. Anything short of this, will provide corresponding results.

VI. Library

In September, 1968, the Library-Media Center received an increase in its staff. The position of assistant librarian was established and filled. This increase in personnel has helped greatly in extending library services and in increasing work production.

During the biennium \$8,260.00 was spent on books, filmstrips, and transparencies. The professional library was expanded by 100 volumes and recreational paperback books for students and staff members were introduced. Two steel five-foot display racks were purchased and the shelves filled with paperbacks. Students, especially, seem to like this format.

The library completed its files of American Annals and The Volta Review during 1968. Both periodicals are now on the library shelves from beginning issues to current ones. The library also finished the task of having The National Geographic bound from 1943 to 1970.

During the 1969-70 school term several teachers in the Intermediate Department asked to have a small branch library

set up in Gore Hall for their use. Early in 1969 about 300 books were placed in Gore Hall and added to during the year. About 5 teachers and their classes used this collection. Fourteen other intermediate and thirteen advanced classes were served directly by the library, making an increase of eleven classes over the total number served in the last biennium. Next year we hope to greatly increase the number of books placed in Gore Hall.

Materials are still coming in from Captioned Films Services. The most recent acquisitions were several hundred transparency masters, a number filmstrip projectors, 8mm film cartridges, and lovely color filmstrips. A Color Systems Design was purchased for use in graphic arts, and a camera is now being adapted for its use. The Media Center is humming with more and more activity as teachers and teacher's aides use its equipment and services more.

This biennium the library ordered two sets of encyclopedias for Gore Hall and eight dictionaries for Vaill Hall. The library also ordered a number of dictionaries for various offices on campus at the request of secretaries who needed them. Several years ago the library put encyclopedias and dictionaries in Rhyne and McLane Halls. The next step is to supply the needs of the very young children by putting good picture dictionaries in their dorms. Certain professional books have been put in the Preparatory, Primary, and Intermediate Departments and the library will add to these. Also, a number of books were ordered especially for the Art Department. Thus, with the help of the assistant librarian and the media specialist, the librarian is trying to extend the services of the library.

VII. ADMISSION REQUIREMENTS

The Department for the Deaf serves residential and day students who meet the following requirements:

1. Parents or guardians must be residents of Florida and this residence must be verified.
2. Hearing loss must be severe enough to preclude education in normal school environment. Specifically, hearing loss must be greater than a Best Binaural Average of 500, 1000, 2000 cycles per second of 60 decibels. The best aided Speech Threshold should not be better than 50 decibels.
3. Children must be of school age which is five; however, mature four and one half year olds should be accepted when recommended by the school staff, as readiness training is of utmost importance. Structured educational preschool situations are often needed by hearing handicapped children. On initial entrance, applicants are placed on a trial status.
4. Children with an IQ less than 80 are not acceptable. Very young deaf children are difficult to evaluate, so the evaluation team, if there is any doubt, will recommend that they be accepted "on trial" for what-

- ever period of time is required to make definite evaluations.
5. Children who are mentally retarded, severely physically and multiply handicapped, severe aphasics, and mentally disturbed are not eligible for enrollment.
 6. Children must have applications on file, including case histories, medical histories, including reports by audiologists, and when indicated neurological examinations including electroencephalograms. Prior educational records must be on file.
 7. When feasible, applicants should have complete and competent pre-examination evaluations by the school staff, including the president, and the principal, and supervising teachers, the audiologist and the psychologist.
 8. Children must be able to take care of their personal needs (within reason), and be able to adjust emotionally to the classroom and dormitory environments.
 9. Children may be dropped for lack of educational progress, for extreme behavior problems, or immoral conduct.
 10. All enrollments or rejections are in the hands of school personnel.

VIII. OBJECTIVES

1. The chief and most important academic objective in teaching the deaf student is the acquisition and mastery of the English language so that with this basic skill he may be accepted and function in a hearing society.
2. To provide maximum special training required for the deaf child which includes speech, lipreading and auditory training.
3. To teach through English the necessary learning skills so as to develop the reading, writing and study habits which will permit the fullest development of the pupils potential.
4. To provide a fundamental education which will enable and encourage qualified pupils to enter college or to pursue further education elsewhere.
5. To make maximum use of residual hearing.
6. The industrial arts objective is to provide each pupil with the basic English and manipulatory skills required for entrance into full vocational training. The vocational education objective is to provide such complete technical training as to qualify a pupil for direct employment in industry or for advanced training. The ultimate goal of the school through the cooperative assistance of vocational rehabilitation, is to make each graduate an economically selfsufficient and independent citizen.

IX. A SUMMARY OF PHILOSOPHY

Our philosophy of education for the prelingually deaf child in the Florida School centers upon an implicit faith in the child to reach his maximal achievement through instructional procedures adapted to his specific needs with particular emphasis upon experience framed in visually perceptible English.

X. STATUS REPORT: DIRECTOR OF STUDENT LIFE

The 1968-69 school year was, in addition to being by first year as Director, a year of constant activity and change. Twenty-six houseparent positions were added in the Department of the Deaf alone. Nearly all of these were filled by inexperienced people. There was a turnover of an average of 3 - 4 houseparents per month until about February. Head houseparents were not available and our largest dormitory (Vaill) operated all year without a head houseparent.

We had a student population in the dormitories of 465. We had 43 day-houseparents for this number - and nine night-counselors. We were using Bloxham, Wartmann, Moore, Vaill, McLane, Rhyne and an Honor Dorm for older boys.

In 1969-70, our student population in the dorms increased to 507. We had 46 day-houseparents and 10 night-counselors. We added one-half of James Hall to our list of dormitories. Our student-houseparent ratio barely remained the same.

In the 1969-70 school year we had much less turnover of dormitory personnel. We had a more experienced group. In my estimation, we had a much better year. There were less disciplinary problems with the children and they seemed happier. For the 1970-71 school year we expect to have a dormitory population of about 550. As of this date, we already have 521 assigned to the dormitories. We have space for only two more girls and 18 more boys.

Extra-Curricular Activities of 1968 - 1970, and to continue much the same 1970 - 1972:

- (1) Bi-weekly physical education for intermediate and advanced students on Saturday, conducted by the Physical Education Department.
- (2) Afternoon City League softball, football, basketball, and track for boys 11-15 years, conducted by the Physical Education Department and volunteers.

- (3) Afternoon volleyball and track for girls, conducted by the Physical Education Department.
- (4) Afternoon physical education for preparatory and primary boys and girls, conducted by the Physical Education Department.
- (5) Teacher-and houseparent-sponsored visits to the zoo, Marineland, Silver Springs, and points of interest in town; on an individual volunteer basis.
- (6) Teacher-and houseparent-sponsored trips to the beach, cook-outs, swimming, etc.
- (7) Movies (weekly) on campus.
- (8) Proms, dances, and parties sponsored by dormitory or school.
- (9) Many clubs which meet regularly and also arrange outings.

I have been told that I can expect about three new houseparent positions. We will add the other one-half of James Hall to our list of dormitories.

Some weaknesses in our dormitory organization which we will try to strengthen this year are:

(1) Lack of consistent interpretation and enforcement of dormitory rules. This summer I hope to get some rules and regulations for our older students down on paper.

(2) Lack of effective leadership from head houseparents - These people are not actually "Head". They have a full load of students to supervise and their "Head" duties are in addition. I hope to be able to schedule some of them 100% supervision so they will have an opportunity to actually be "Head" of their dormitory.

DEPARTMENT FOR THE BLIND

The broad objective of this department is to provide the blind and partially seeing children of the State of Florida an educational program adapted to their individual needs. Houseparents and teachers work together with students to establish acceptable behavior patterns, as well as to teach all the academic skills included in grades kindergarten through twelfth. A high school diploma is awarded to those students earning twenty credits in grades nine through twelve.

At the end of each year we recommend that a number of our students consider attending their local school. We feel it is a real challenge for every visually impaired student to be graduated from his local high school.

All teachers are members of the Association for the Education of the Visually Handicapped. The Department for the Blind, Florida School for the Deaf and the Blind, enrolls children who meet the following enrollment requirements:

1. Applicants' parents or guardians must be residents of Florida and this residence must be verified.
2. This school accepts only visually handicapped children who have a visual loss so severe that they cannot be educated in normal school environments.
3. Children with an intelligence quotient of less than 80 are not accepted. Very young visually handicapped children are difficult to evaluate and every consideration is given to this fact; therefore, the evaluation team, if there is any doubt, will recommend that children be accepted on trial. This trial period may continue as long as required to make definite evaluation.
4. Children who are mentally retarded, severely physically and multiply handicapped, severe aphasics, and mentally disturbed are not eligible for enrollment.
5. Children must have an application on file, including case histories, medical histories, and prior school records.
6. Applicants must have a complete evaluation, made by the school staff, on file.
7. Applicants must be of school age. Mature five year olds are accepted when recommended for enrollment at this age by our staff.

8. Children must be able to take care of their personal needs within reason, and be able to adjust emotionally, physically, socially, and educationally to the classroom and dormitory environment within a reasonable degree expected of their age.
9. Children may be dropped for lack of academic progress, for extreme behavior problems, or for immoral conduct.
10. School officials make the decision regarding entrance or withdrawal of a child.

OBJECTIVES

Teach the child to understand and to accept his visual handicap. Assist parents in accepting their child's handicap by explaining the nature of his handicap in order for them to understand better the child's problems and the methods of overcoming these problems.

Teach basic tools of education: reading, writing, arithmetic, and study habits that will allow him to develop his fullest potential.

Give experience in wide range of pre-vocational skills which will be great enough to enable the terminal pupil to exercise freedom of occupational choice upon graduation.

Instill confidence and self-assurance in each student which will enable him to return to his local public school where feasible.

Develop a sound body and good health habits.

Instill in each child the desire to take his place as a successful, responsible, and productive member of society.

THE ELEMENTARY GRADES

Visually handicapped children have the same basic educational needs as sighted children; however, because of the visual handicap, these children have additional needs.

Our elementary program is designed to meet both the basic educational and additional needs of the students. This is necessary if we are to help each child develop to his maximum potential and to prepare him for satisfactory life adjustment.

Children entering our program are first psychologically evaluated in our Child Study Center, then referred to the Department for the Blind for further evaluation. Most beginning students enter our readiness class. Here they

learn to play and work together with other children in a group situation. Readiness skills are developed in the various subject areas. During this first year special needs are determined for each child and activities involving these needs are begun. Reading, using braille or large print, is initiated during the latter part of the child's first year of school, or during the beginning of the second year of school.

Orientation and mobility training is a new addition to our elementary department. Safe and effective techniques of travel are taught the child by an orientation and mobility specialist. Students referred to this department are also given assistance in the areas of concept development, sensorimotor development, and in the utilization of low vision. These skills are then reinforced by the classroom teacher.

Throughout the elementary program the growth and development of social competency are given special attention by each of the teachers. Because of the blind child's difficulty in reacting effectively to new social situations, the teacher makes every effort to help the child develop skill in social contact.

Efficient living skills are begun in the elementary department. Learning acceptable social behavior, being groomed properly, and practicing good etiquette are all incorporated in the elementary program.

Although specific attention is given to the special areas mentioned, the elementary department for the blind curriculum is fundamentally the same as that which is developed for sighted children. The same tool subjects are taught, and the same level of achievement is required of the visually handicapped child as is required of the sighted child. The primary differences are in the procedures used by the teachers, the specialized equipment needed, and the special attention given to certain areas.

The size of an elementary class is seven to eight students. This allows the students to receive much individual instruction, which is vital to the academic progress of the visually handicapped child.

LANGUAGE ARTS IN JUNIOR AND SENIOR HIGH SCHOOL

In the language arts program of the seventh and eighth grades an effort is made to equip students with skill in communication; for a more efficient and pleasurable exploration of the physical and social world; for a better understanding of people through vicarious experiences; and for satisfactory expression of self to others. Spelling skills are presented formally and then integrated into the written and oral English used in the classroom. Students are encouraged to realize the importance and pleasure of the use of acceptable English in writing and speaking, and to make use of it in conversation and formal discussion during the study of literature. Reading skills are empha-

sized for correction and improvement during the junior high school years.

The English grammar and literature of the senior high school in grades nine through twelve are directed toward preparation of students for post high school education where academic progress indicates, and toward the development of an awareness on the part of those terminating the education upon graduation of the importance of correct English usage and desirable reading habits throughout their lives.

The program is designed to correlate activities of speaking, listening, and viewing, with instruction in the intelligent use of mass media. The appreciation of literature and the student's awareness of his personal identity and role in life related to the past, present, and future are furthered through active participation in discussion by means of panel, buzz session, symposium, informal debate, dramatic role-play and creative writing.

It is hoped that the student will become more efficient in the location, selection, and organization of information necessary for communication independence.

Students may have two years of speech on an elective basis during the eleventh and twelfth grades, learning how to listen efficiently, speak effectively, and to make good use of materials in their presentations. They engage in critical analysis of speeches made frequently with the use of a tape recorder, in role-playing spontaneous and planned situations, and in production of dramatic programs for the school.

FOREIGN LANGUAGE

Spanish I and Spanish II are offered in the high school curriculum. It is recommended that college-bound students take both years of this foreign language. The major objectives of this program are: to give students a facility in reading, writing, and speaking Spanish; to give knowledge and appreciation of the Spanish culture and some of its influences around the globe; and to motivate interest in further study of Spanish following high school.

SOCIAL STUDIES IN THE JUNIOR AND SENIOR HIGH SCHOOL

An appropriate introduction to the broad field of social studies is a study of Florida history, which is offered in our seventh grade. This course begins with the discovery and exploration of Florida, its settlement by various European countries, and the modern state and its geography. The course is designed to acquaint the student more thoroughly with the state in which he lives. Included, also, in the seventh year is a study of the countries of Latin America (Mexico, South America, and Central America).

The eighth grade social studies program begins with the discovery of North America and continues on with the development of the United States. Various concepts are developed within the student, including the ability to appreciate his country's heritage and to criticize and understand historical trends within the United States.

The ninth grade social studies program offers one year of civics and its purpose is to introduce students to the structure and workings of American government, local, state, and national, as well as other aspects of citizenship.

World history is studied in the tenth grade. A study is made of civilization, ancient, medieval, and modern. An attempt is made to learn of the events and the men who were most influential in their time. Always an interpretation of the reasons for successes and failures is sought.

The eleventh grade United States history tells of America's beginning; her colonial history; her struggle for independence; her constitution; and her early problems of growth culminating in the War between the States. It relates the mistakes of the reconstruction period, the struggle for reform, our imperial growth, and finally our participation in two World Wars, Korea, and our present problems of maintaining peace. Songs, novels, and recorded aids to learning are used to recapture the spirit of our history. We teach appreciation of our government, the benefits it offers to its citizens, and our debt to the freedom-loving founders of this republic. We appeal to the students to participate actively through knowledge of world affairs, and the exercising of their right to vote as soon as they are eligible. The study of Communism is also included in this course. A study is made of early leaders, the beginning of Communism in Russia, its spread to other countries, its methods, life under Communism, and the goal of Communism. The final chapter in the text illustrates what we can do to prevent the spread of Communism in our own country.

A course in problems in American democracy is offered in the senior year. Students of society and thoughtful leaders must thoroughly understand the problems facing them if they are to attack intelligently those problems which affect them. Tape recordings and magazines are used as supplementary materials. Students make reports, write essays, hold discussions, and increase their vocabulary.

Sociology was a new course offered this year to seniors. Sociology deals with man in his relationship to others. It stresses problems, but only after presenting basic principles and analyzing man's normal life in society. The main aim of the course is to stimulate the student to think about himself and society and how he can improve both.

Another new course this year was contemporary history. It is designed to

acquaint students with some of the contributing factors in history being made today. Close attention is paid to developing national and international issues which are affecting the contemporary world we live in, while at the same time tracing their origins and causes. This links the course to the previous year's work in United States history. Current literature, newspapers, magazines, periodicals, and television comprise the text. The urban crisis, pollution, other environmental studies, minority groups, the effects of television and mass media, and current events are examples of course content. This has been a very popular course.

Each year the junior class takes a trip, usually to the Capitol in Tallahassee while the legislature is in session. A visit to the State Supreme Court and the governor's office also make this a worthwhile and educational trip.

JUNIOR AND SENIOR HIGH SCHOOL SCIENCE

The junior high school science program is essentially a general science which reinforces the basic principles learned in elementary grades. The student learns the different concepts by watching demonstrations, doing experiments, and taking part in self-determined projects. In the ninth grade emphasis is placed more on the quantitative aspect of general science, and the student makes use of his mathematics. Working with the abacus is encouraged, as well as making use of mental arithmetic. The tenth grade offers a course in general biology. Here the student is given an opportunity to examine living and mounted specimens of plants and animal forms of life. Laboratory dissection of frogs gives the visually handicapped student a far better understanding of the internal organs of animals. Physical science and physics, both elective courses, are open to eleventh and twelfth graders. Maximum concentration on laboratory techniques is given in these courses, with students handling electrical equipment and caustic substances under close supervision. Throughout the science program use is made of the daily newspaper as a living textbook. Field trips to aero-space centers round out the learning experience and give the students first-hand contact with the latest developments in our country's newest technology.

MATHEMATICS IN JUNIOR AND SENIOR HIGH SCHOOL

The mathematics program in the seventh and eighth grades follows the modern approach, stressing student discovery of mathematical principles and understanding of broad concepts. Selected exercises are included from the following subject areas: sets, place value, decimal fractions, percent as a ratio, units of measure (English and metric), geometry, statistics, number line and graphs.

Since two credits of high school mathematics are required for graduation, students choose two or more courses from an essentially two-track system.

College-bound students choose general mathematics, algebra I, algebra II, and geometry. Less academically inclined students select general mathematics, general business, or business mathematics.

General mathematics consists of two phases. The first semester is a complete review of all basic problems solving techniques and all computational processes including the operation on whole numbers, fractions, decimals, and percents. The second semester consists of introductions to later courses, general business, algebra, and geometry.

General business and business mathematics are elective courses concerned with the personal aspects of such subjects as banking, budgets, buying wisely, investing, borrowing and simple filing.

The modern algebra topics of the first year are symbols and sets, variables and open sentences, axioms, equations and problem solving, the negative numbers, equations and inequalities, operation with polynomials, and special products and factoring. The second year algebra includes the following topics: working with fractions, graphs, sentences in two variables, the real numbers, functions and variations, quadratic equations and inequalities, and geometry and trigonometry.

The course in modern geometry offers study in basic plane geometry, as well as elements of solid geometry, trigonometry, and coordinate geometry. Subject matter treated is as follows: set theory, induction as a means of discovery, deduction and proofs, angle relationships, parallel lines and planes, congruent triangles, similar polygons, trigonometry, circles, arcs and angles, constructions, coordinate geometry, areas of plane figures and areas and volumes of solids.

BUSINESS EDUCATION DEPARTMENT

Our business education department continues to expand and receive better equipment each year. We have two teachers and two large, well-lighted and well-equipped classrooms. One room is used primarily for teaching general typing and has a sufficient number of manual typewriters to take care of an average size class, or better. The main objectives of the beginning typing classes are to prepare students to type accurately from copy, to type properly arranged personal and business letters, and to type simple forms of manuscripts. Emphasis is placed on certain skills such as: mastering the keyboard; understanding how and when to use the various numbers and signs; centering titles; and tabulation.

We strive to teach all of our students to compose at the typewriter, to spell correctly, and to write meaningful sentences with proper structure. Except for speech, typing is the most commonly used means of communication for blind and partially seeing students. We stress that all work should be

neatly done, correctly spelled, and properly arranged.

The advanced typing room is an excellent, well-equipped room planned to simulate a regular office situation. We have regular secretary desks, each equipped with the latest model electric typewriter, a transcription machine, and sufficient space for braille and print textbooks. In order to take machine transcription and advanced typing, a student must have a minimum typing speed of forty words per minute, be a better than average speller, and show interest in following a business office career.

We use materials furnished by the educational divisions of IBM Corporation, Dictaphone, and Stenocord Corporations. The students receive special instruction in manuscript writing, term papers, the proper arrangement of poems, tabulation, different kinds and sizes of type, and the different styles of business letters. We place special emphasis on words and terms used in the business world.

We work in cooperation with the Bureau of Blind Services. Its staff has counseling sessions with each of the advanced students in regard to his continuing this training after graduation. Field trips are made to various business colleges and places of business.

The teacher of advanced typing works in cooperation with the school PEX operator to give selected students instruction in operation of the school PEX Board. After students complete training, they operate the school switchboard when the regular operator is off duty, on weekends, during holidays and vacations.

Students were tested and interviewed by representatives from the Southern College of Business, which specializes in training blind and partially seeing students for business careers. Several of our students are planning to attend this school. We have a number of graduates who are successfully working as medical transcribers throughout the State of Florida, and several others are now taking this training.

HOME ECONOMICS

During the 1968-1970 biennium the home economics classes for the blind made considerable improvement. Our main objective is to teach our students the fundamentals of foods, clothing, personal grooming, cleaning, housekeeping, washing, ironing, child care and development, and proper eating skills. Each student is expected to work up to her potential as independently as possible.

Students in the elementary grades are introduced to elementary foods and clothing. They plan and prepare simple foods, learn to use scissors, needle threaders, and to repair garments.

junior high school students concentrate on personal grooming, washing, ironing, cleaning, and preparation of lunches.

The senior high school girls concentrate on planning, preparing, and serving dinners. During the 1968-69 school year three young ladies made dresses, and a fashion show was presented by the students. They are also exposed to housekeeping and child care and development. Our major goal is to help each girl become a better homemaker for tomorrow.

ARTS AND CRAFTS

A course in arts and crafts is offered to students beginning at the upper elementary level, continuing through junior high school, and becoming an elective for students in grades nine through twelve. Furthering learning through experience, tactile understanding, manual dexterity, motor and mental development, and an appreciation of "learning by doing" continues to be the major objective of this instruction.

At the end of the 1968-69 school year the arts and crafts classes were moved from Walker Hall to Knowles Hall Annex, where they will remain until the new Practical Arts Building for the blind is completed. Despite some inconvenience in the temporary location of these classes, projects have been updated in keeping with modern trends in arts and crafts and students have shown great enthusiasm and have made significant progress.

INDUSTRIAL ARTS

The industrial arts area is staffed by two teachers and incorporates a variety of subject matter and experience units. Major objectives of the industrial arts program are: to involve students in assorted and various workshop experiences; to instill good work habits and attitudes; to teach efficient and safe use of hand and power tools; and to help students develop skills and interests necessary for avocational and vocational success.

Home mechanics, basic electricity, electronics, elementary and advanced woodworking, small engine maintenance and crafts are among those areas offered to students beginning at the upper elementary school level and continuing through senior high school.

MUSIC DEPARTMENT

A well-rounded music program is included in the curriculum for the visually handicapped. Classroom and individual instruction is offered.

Classroom music is required for all students in grades kindergarten through sixth, and music education for grades seven through eighth. These courses equip students for advanced music and for participation in school

and community music activities.

Individual voice and instrumental instruction is provided for most students who request this instruction. Students failing to show satisfactory progress after one year of instruction are usually advised not to continue.

The basic objective of the individual instruction is to equip students with skills which meet individual needs. These needs vary from increasing appreciation and understanding of music heard to performing professionally. The usual objective is to train students for participation in the school orchestra, the junior chorus, or the senior chorus. These groups operate as teams which fulfill certain functional needs of the school, and they also serve as public relations media. In public appearances they demonstrate that quality instruction is offered at the Florida School for the Deaf and the Blind and that the students are able to learn many things very well.

The primary criterion for judging whether or not a student's progress is satisfactory is a matter of how well the student's needs are being met by his rate of progress. Learning a few short easy songs might satisfy the needs of a slow child, while the needs of a college-bound music major would be the ability to perform a large number of more sophisticated compositions. The average student performer is expected to become a skillful amateur who is likely to participate in music activities on a social or avocational basis after graduation. Priority is given to the musical needs of the more able students, but as many others as the music staff can schedule are also taught.

The more able students acquire a repertoire of several types of music and the ability to judge the musical tastes of particular population segments. Study of appropriate music for special occasions is also included in this repertoire.

Good performance is given priority over any medium of instruction, but students are taught to use as many methods of musical intake as possible. Preferred methods include braille music, print music, rote dictation, tone matching of taped or recorded material, and reconstruction by ear and theory of memorized musical sounds. Music majors are required to become proficient in the use of these media and other students are taught their use as well as possible.

The senior chorus and orchestra received superior ratings in district competition for the 1969-70 school year. The senior chorus also entered the State competition and was rated superior.

PHYSICAL EDUCATION

Daily classes in physical education are an important phase of the curriculum in the Department for the Blind. Units on swimming, gymnastics,

tumbling, trampoline, track, physical fitness, wrestling, and dance are included. Three of these activities--wrestling, track and swimming--provide students an opportunity to demonstrate their skill at the varsity level. Saturday morning recreation, staffed by the two physical education teachers, has also become an important activity for our students.

The major objectives of the physical education program are: to build strong, healthy bodies and minds; to provide up-to-date and adequate health education; to teach skills, activities, and games which have carry-over value for constructive use of leisure time in later life; to build good moral character for playing the game of life.

ORIENTATION AND MOBILITY

This program in the Department for the Blind provides individual instruction in travel skills for students who do not have sufficient vision for safe and independent travel. These students are taught skills which help them to reach their maximum level of achievement in safe and independent travel. In addition, the program provides a resource room for concept development and low-vision utilization training.

Cumulative records are kept on all students involved in the program. These records provide information regarding progress, general evaluation concerning the student's level of independence, and recommendations and referrals.

In the past two years this program has obtained a vehicle for transportation and has assisted in training six student teachers in orientation and mobility.

TOUCH AND LEARN CENTER - MEDIA CENTER

The purpose and principal aim of a Touch and Learn and Media Center is to promote the environmental understanding of the visually handicapped child. This can be achieved through the offering of samples and models of things that the child would not ordinarily experience because of his limited vision. These aids help to build accurate concepts.

The visually handicapped child needs as many tactile aids as possible to prepare him for the competition in the sighted world. Materials are collected for the use of the classroom teacher covering all of the facets of the child's education while here at school. This is a continuing process and must be revised annually.

The knowledge gained through the wider use of tactile materials and media aids can increase the environmental understanding of the visually handicapped and promote his learning ability by offering more concrete forms of reference

for this period of training and preparation for later life. If successful, the task of the center has been well done.

LIBRARY

The library in the Department for the Blind is staffed by a certified librarian and one library aide. It serves students in grades one through twelve. It also incorporates a professional library for staff members.

The role of the library in the total education program is one of service -- service to students and staff. Titles are available in braille, large print, regular print, talking book records, and on magnetic tape covering a wide variety of subjects and reading levels. Additional titles are obtained from the Bureau of Blind Services Library for the Blind. The major objective of the librarian is to have a wide selection of books and to encourage students in reading all kinds of books and other worthwhile materials.

GUIDANCE COUNSELING

Objectives:

1. To help others understand themselves and to improve their capacity to live and work more effectively.
2. To bring about greater self-awareness for the solution of personal and emotional problems.
3. To remain open to the students' feelings and to act in a neutral capacity.
4. To perform personal, educational, and vocational counseling and, despite the differing emphasis, to be concerned with the well-being of the whole person in evaluation of the individual's problems, utilizing individual and group counseling as indicated.
5. To have conferences and make referrals when necessary, working closely with other school staff members.
6. To make the counseling process an active one where the student is trying to explore and solve his own problems, realizing the most meaningful decisions come from the person himself.
7. To encourage the student to talk out his feelings and experiences which leads him to see them more clearly and to recognize obscure relationships within himself and within aspects of his problems.
8. To give students information which will enable them to make better

decisions, select more realistic goals, and make wide choices.

9. To utilize effectively the services of appropriate community resources and agencies, both public and private, in the school guidance program.

SOCIAL WORKERS

The position of social worker is a relatively new position at the Florida School for the Deaf and the Blind, having been established during the 1968-69 school term. There are two social workers, one being assigned to each department.

The school social workers interact closely with other staff members, as well as with state agencies such as the Department of Vocational Rehabilitation, the Division of Family Services, and the Bureau of Blind Services, in obtaining services for the students. Serving as a link between the student and his family, the social worker is able to help the student adjust better to the life of the school and still maintain close ties with his home.

ACTIVITIES OF THE YOUNGER STUDENTS

The activities of the younger students are centered around their dormitory and classroom. Field trips to Marineland, Jacksonville Zoo, Children's Museum, Shrine Circus, and many other interesting activities are provided each year.

Parents are invited to participate in parties held throughout the year. Hallowe'en is celebrated with costume parade and awarding of prizes. At Christmas, Easter, and other occasions several of the service clubs of the State sponsor parties for these children. At school closing students enjoy annual picnics.

After school hours the students enjoy the playground equipment such as slides, swings, merry-go-rounds, and the smaller toys, such as dolls, trucks, etc.

RECREATIONAL AND SOCIAL ACTIVITIES OF THE OLDER STUDENTS

Since we are a residential school, we are involved in the total life of the student while he is in attendance, and the staff strives to create a wholesome atmosphere for living. We feel that our students should participate in activities of St. Augustine as much as possible, in addition to their school associated activities. They attend local churches of their choice in St. Augustine and take an active part in church choirs, in class parties, in church outings, and become friends with many of the young people of the town.

We strive to develop social and emotional skills and attitudes in our

many recreational activities. Parties are held throughout the year, with the planning done by students, teachers, child care counselors, and other members of our staff. These may be class, dormitory, or club parties, picnics, or outings. These activities include dancing, skating, swimming, bowling, ball games, and other sports activities, as well as educational and entertaining trips.

Each year two formal dances are held--Homecoming and the Junior-Senior Prom. These dances and their related activities give the student experience in organizing, preparing for, and attending a social event with a formal setting.

During the students' free time in the afternoons and on weekends, many hours are spent listening to record players, radios, watching TV, talking to friends, riding tandem bicycles, or playing many adapted or regular games such as football, basketball, softball, and kickball. On the weekends many of the students do their shopping in downtown St. Augustine, or take leisurely afternoon walks. The old Fort is one of the many favorite spots of our students.

Since St. Augustine has so many places of historic interest, we make plans for students to visit them. The school is located approximately one mile from the beach and this is a favorite spot with many of the students. Staff members frequently take students to the beaches for the afternoon.

We have Boy Scouts, Girl Scouts, and an Explorer Post on campus. During the year there were at least two weekend camping trips planned. These outings are always enjoyed by the students.

An amateur radio club, the CQ Club, offers interesting and educational recreation to the students (seventh - twelfth grades). Two complete ham radio sets are located in the dormitories, and licensed operators communicate with other amateurs during their free time.

During the past two years a director of student life has been added and the houseparent staff enlarged. This has enabled the school to develop a much-needed and varied recreational and social program for the students.

W. S. Davis, Principal
Department for the Blind

Executive Heads

Since the Foundation of the
Florida School for the Deaf and the Blind
St. Augustine, Florida

Park Terrell	Superintendent	1885-1890
W. A. Caldwell	Superintendent	1890-1893
H. N. Felkel	Superintendent	1893-1897
Frederick Pasco	Superintendent	1897-1900
W. B. Hare	Superintendent	1900-1906
Albert H. Walker	President	1906-1927
W. Laurens Walker, Jr.	Acting President	Nov. 22, 1927 to July 1, 1928
Alfred L. Brown	President	1928-1932
Clarence J. Settles	President	1932-1952
John M. Wallace	President	1952-1966
Paul C. Bird	Acting President	September 1, 1966 to January 31, 1967
William J. McClure	President	February 1, 1967

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